DOCUMENT RESUME

ED 238 516 PS 013 619

TITLE	Decisions about Roles. Teacher's Guide. Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School.
INSTITUTION	Florida State Univ., Tallahassee.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	83
NOTE	203p.; For student guide to this unit, see PS 013 620. For related documents, see PS 013 616-627. Several pages contain sections with small print.
AVAILABLE FROM	Education Development Center, Women's Educational Equity Act Publishing Center, 55 Chapel St., Newton, MA 02160.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; *Decision Making Skills; Instructional Materials; Junior High Schools; Middle Schools; Resource Materials; *Role Perception; *Self Concept; Sex Fairness; *Sex Role; *Sex Stereotypes; *Social Studies; Teaching Guides; Teaching Methods; United States History; Units of Study
IDENTIFIERS	PF Project; Twentieth Century

ABSTRACT

This unit, one of six which comprise the Fair Play program, is designed to broaden understanding of roles and improve students' abilities to make decisions about roles. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This teaching guide includes a brief description of the total program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, a bibliography of print and audiovisual resources, and tips for small-group management. The bulk of this guide consists of the student guide which contains 20 lessons organized into four parts: (1) introduction to the concept of role and the forces that influence role definition; (2) investigation of work, family, and citizenship roles in the early 1900's; (3) study of how roles have changed in the twentieth century; and (4) an opportunity to make personal and group role decisions. Detailed annotations are provided to aid the teacher in planning and presenting each lesson. The final section provides a unit performance test with answer key. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238516

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T.B. Sidberry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 013619

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Fair Play: Developing Self-Concept
and Decision-Making Skills
in the Middle School

Decisions about Roles

Teacher's Guide

Byron G. Massialas
Project Director

Florida State University

Women's Educational Equity Act Program
U.S. Department of Education
T. H. Bell, Secretary

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

The activity which is the subject of this report was produced under a grant from the U.S. Department of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

Printed and distributed by WEEA Publishing Center, 1983
Education Development Center, Inc., 55 Chapel Street
Newton, Massachusetts 02160

Program Staff:

Byron G. Massialas, Director
Kathryn P. Scott, Associate
Melissa Wheeler, Production Coordinator and Curriculum Writer
Nelle Wright, Field Coordinator
Theo Mantzanas, Evaluator

Acknowledgments

We wish to acknowledge the assistance of the many people who helped develop and field-test the unit. We are grateful for the cooperation of local school personnel facilitated through support of Fairview Middle School Administrators Nick Nims and Mary Markin, Leon County School Administrators Acquilina Howell and Josie Speed, and Florida State University Developmental Research School Director Edward Vertuno.

We especially appreciate thorough content review by Citizens' Review Committee Members Evelyn B. Martin, Donna Frinks, Nancy Bakler, M. L. Bachman, and Jean Morani.

We wish to thank the following field-test teachers and consultants:

Teachers
Marge Brogle, Steve Clark, Bill Cunningham, Kathy Hubbard, Russ Landry, Hal Pitts, Clytie Warren, Ed Woodruff

Consultants
Kathy Hubbard, Roberta Woolever, Rod Allen

Production Staff
Beth Raynor, Editorial Assistant
Dawn McQueen, Graphic Designer and Illustrator
Richard Wagener, Paste-up

Contents

Preface vii

Introduction. ix

To You, the Student 1

PART I: ROLES ARE EVERYWHERE

Lesson 1: What Are Roles?. 5

Lesson 2: Defining Your Roles. 11

Lesson 3: Family Roles 15

Lesson 4: Different Cultures 23

Lesson 5: Your Role as a Female or Male. 31

PART II: ROLES IN THE PROGRESSIVE ERA

Lesson 6: Teachers in the Early 1900s. 37

Lesson 7: Work Roles in the Early 1900s. 41

Lesson 8: Family Roles in the Early 1900s. 59

Lesson 9: Citizen Roles in the Early 1900s 73

Lesson 10: Human Rights in the Early 1900s. 85

PART III: ROLES TODAY

Lesson 11: Some Changes since the Early 1900s 95

Lesson 12: Your Families and Their Work 101

Lesson 13: Stereotypes. 107

Lesson 14: Women in Work Roles. 111

Lesson 15: Men's Roles Today. 117

PART IV: MAKING ROLE DECISIONS

Lesson 16: What Are Your Attitudes about Roles? 129

Lesson 17: Defining Roles Fairly. 137

Lesson 18: Your Work and Family Roles in the Future . . . 143

Lesson 19: Decisions about Your School or Community: Observing and Supporting 151

Lesson 20: Decisions about Your School or Community: Proposing, Organizing, and Making Changes. . . 163

Unit Performance Test 167

Answer Key to Unit Performance Test 175

Preface

Cultural beliefs and attitudes about what it means to be female or male influence all of us. Recently, beliefs about what females can and should do have been changing. Beliefs about male roles are changing too. Students need an opportunity to examine themselves in a new light—and make decisions about their lives.

This program, Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School, has two main purposes: to expand each student's female or male self-concept, and to increase each student's decision-making capabilities. Because of the recent emphasis on teaching basic skills in the schools, a third focus of the program is to improve students' academic abilities and skills. Specifically, the program goals are as follows:

- To help students expand their self-concept in relation to their female or male identity, including their role behavior, personality traits, and occupational aspirations and expectations
- To increase students' self-confidence and participation in making decisions
- To increase students' academic achievement by helping students change stereotypic attitudes toward particular content areas and alerting them to the relationship between subject matter and occupational opportunity

Program units are a series of five student texts and six teacher's guides designed to supplement components of the present curriculum. In each of these units, students have the opportunity to discover information that can enable them to expand their female or male self-concepts. Students are encouraged to examine stereotypes about what girls or boys "are like" and what girls or boys "should do." Students then have the opportunity to make personal and group decisions based on the knowledge they have gained.

The units, which focus on specific skills, are as follows:

- Decisions and You—a 12-lesson prerequisite decision-making unit in which students learn personal and group decision-making skills (student text and teacher's guide)

- Decisions about Roles—a 20-lesson social studies unit in which students find out how roles change over time and how people can choose and define their roles (student text and teacher's guide)

- Decisions about Language—a 20-lesson language arts unit in which students compare and analyze female and male language (student text and teacher's guide)

- Decisions about Mathematics—an 18-lesson math unit in which students learn how to collect and interpret quantitative data while examining economic and career-related issues about females and males (student text and teacher's guide)

- Decisions about Science—a 17-lesson science unit in which students examine female and male characteristics and behaviors in relation to genetics and environment (student text and teacher's guide)

- Decisions about Physical Activity—a 29-lesson physical education unit in which students participate in a physical fitness program designed to improve students' fitness skills and attitudes toward physical activity (teacher's guide)

The teacher's guide for each unit contains not only the student materials but also detailed annotations to aid the teacher in planning and presenting each lesson.

Introduction

The purpose of this unit, Decisions about Roles, is to broaden students' understanding of their roles, especially as females or males, and to improve students' ability to make decisions about roles. Traditional stereotypes about appropriate behaviors for girls and boys often limit young people's role options. This unit presents information about how roles change over time in a society, and how people can choose and define their roles.

Although our environment has changed tremendously as a result of technology and many roles of the past are no longer suitable for today's lifestyles, many traditional ideas about "proper" female and male roles have not changed. In this unit, students can become aware of the impact of their culture, society, family, peers, school, and self-concept on the roles they choose and how they define them. In the final part of the unit, students are given the opportunity to apply this information to both personal and group decisions about roles.

The twenty lessons in this unit, which can be completed in four to five weeks, are grouped into four parts (see Contents). Part I, Roles Are Everywhere, introduces students to the concept of role and to the forces that influence a person's role definitions.

Part II, Roles in the Progressive Era, guides students in an investigation of people's roles in the early 1900s. Work, family, and citizenship roles are compared and contrasted to establish a basis for examining historical change.

Part III, Roles Today, gives students the chance to study how roles have changed during the twentieth century and what forces have caused these changes. Here the students examine the concept of stereotype in relation to roles for females and males, and they study the effect of stereotypes on people's ideas about roles.

Part IV, Making Role Decisions, provides students with an opportunity to explore their values and make decisions about their roles. In this section, students are encouraged to make both personal and group decisions and to think about decisions today and in the future.

TEACHING THE UNIT

To implement these lessons, you will need an appropriate number of copies of the student text, a teacher's guide (which includes a Unit Performance Test and answer sheet), and an Implementation Handbook.

The unit is designed so that teachers can use it in one of three ways. First, the lessons can be used sequentially, on a daily basis, which will require four to five weeks. Second, the lessons can be interspersed with the regular curriculum program over a longer period of time. Third, individual lessons or series of lessons can be used in conjunction with particular topics at appropriate points. The way the lessons are used should be based on the needs of the students, other curricular priorities, and classroom time constraints.

Because the unit is structured according to a decision-making model, it is strongly suggested that the lessons used be sequenced to allow student involvement in all four decision phases. Otherwise, the decision-making impact of the unit will be lost. A sample sequence for a class not using the entire unit might be two lessons from Part I, five lessons from Parts II and III, and one or two lessons from Part IV. In this way, students will have an opportunity to complete lessons from each part. The lessons chosen should work smoothly together, be appropriate for the particular level and age of the students, and relate to the present curriculum.

As a guide to using the lessons with different levels of students, three possible approaches to the lesson are outlined under Teaching Suggestions in the Teacher Overview for each lesson. Level 1 is the minimal course; activities at this level can often be oral instead of written, and the approach should allow relatively more time for reinforcement. Level 2 is the regular course. And Level 3 is the enriched course; the approach at this level often includes additional activities on the assumption that students can more quickly master the skills in the minimal and/or regular course and proceed to expand their skills in other activities.

In general, Level 1 refers to sixth-grade students, Level 2 to seventh-grade students, and Level 3 to eighth-grade students. However, the ability and motivation of children vary greatly from region to region and from school to school. Care should be taken to choose a level that seems appropriate for your particular classroom. In many cases during field testing, for example, sixth-grade students easily worked through Level 2 activities. Activities, then, should be scheduled and presented in the way that seems best for your class.

Since the emphasis of these materials is on the affective as well as the cognitive thinking process, it is essential that you the teacher create a climate of acceptance in which the students feel free to express a variety of viewpoints. In many instances, questions have no right or wrong answers. Eliciting from the students their honest, thoughtful answers to these questions is necessary for the unit to be a success.

You are encouraged to make a special effort to ensure that a large proportion of both female and male students participate in the activities, discussion, and decision making.

Many of the activities can be done by students individually. Sometimes the text indicates that an activity should be done with partners or in small groups. In general, activities should be done in the way that seems most appropriate for your students and classroom organization. If activities are done in small groups, you should circulate among the groups to help any that may have difficulty. (See page xviii for tips on small-group management.)

MATERIALS

Student Materials

In each lesson, students participate in a variety of activities, including reading the text and answering questions (with or without partners), and participating in class discussions, small-group activities, and role playing.

The evaluation exercise at the end of some of the lessons is called a Flight Check. Flight Checks may be used as small quizzes for grading purposes, as tests if the evaluation activities for several lessons are accumulated, or as self-evaluation activities for students' information only. Lessons in the first or last part of the unit do not have a Flight Check, since the main objective of these lessons is either exploration or personal and group decision making.

Teacher's Guide

The teacher's guide contains the student text and annotated material for your use and convenience. Each lesson is preceded by a Teacher Overview that indicates the lesson's duration, purpose, student objectives, teaching suggestions, vocabulary, evaluation activity, special preparation, and background information. Some lessons may need more time than that specified, depending on their level of

involvement, and use of optional activities. In the teacher's guide, the answers to student questions are included within each lesson.

Unit Performance Test

In order to determine the students' level of readiness before beginning the unit, you will need to administer the unit pretest (Unit Performance Test). At the completion of the unit, you should readminister the test to determine how much students have progressed and in what areas they need additional assistance. The pretest/posttest, as well as the answers, is included in the back of the teacher's guide.

Implementation Handbook

The Implementation Handbook is designed to assist the school—its faculty, students, and administrators, as well as students' parents—in carrying out the basic goals of the Fair Play program.

For your convenience, the handbook is designed as a reference. Sections addressed to both teachers and administrators involved in the program include Program Goals, Description of Units, and Program Evaluation. A section entitled Administering the Program specifically addresses administrative concerns, while the section Teaching the Program contains materials particularly useful for teachers.

You will probably make the most use of the handbook while you are planning implementation of the program. But keep it handy throughout, for use in clarifying particular aspects of the program.

RESOURCES

The following print resources were used in developing this unit and may be useful sources for teachers desiring further information. The audiovisual materials listed in this section may be used at appropriate points in the unit to heighten student interest and reinforce learning.

Print Materials

Broverman, I.; Broverman, D.; Clarkson, F.; Rosenkrantz, P.; and Vogel, S. "Stereotypes and Clinical Judgments of Mental Health." Journal of Consulting and Clinical Psychology 34 (1970):1-7.

Chafe, William F. The American Woman: Her Changing Social, Economic, and Political Roles, 1920-1970. New York: Oxford University Press, 1972.

Coates, Barbara; Klaw, Susan; and Steinberg, Adria. Changing Learning, Changing Lives. Old Westbury, N.Y.: The Feminist Press, 1979.

Fichter, Joseph H. Sociology. 2nd ed. Chicago: University of Chicago Press, 1971.

Maccoby, E., and Jacklin, C. The Psychology of Sex Differences. Stanford, Calif.: Stanford University Press, 1974.

Massialas, Byron, and Hurst, Joseph. Social Studies in a New Era: The Elementary School as a Laboratory. New York: Longman, Inc., 1978.

Millstein, Beth, and Bodin, Jeanne. We, the American Women: A Documentary History. Chicago: Science Research Associates, Inc., 1977.

Sadker, Myra. A Student Guide to Title IX. Washington, D.C.: U.S. Department of Education, n.d.

Audiovisual Materials

Listings

Nonprint Resources in Women's Educational Equity. Princeton, N.J.: Educational Testing Service, 1978. 243 pages. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock number 017-080-01836-5.

Positive Images: A Guide to Nonsexist Films for Young People. Produced by Linda Artel and Susan Wingraf, 1976. 176 pages. Available from Booklegger Press, 555 29th Street, San Francisco, Calif. 94131.

Women and Work—New Options: A Guide to Nonprint Media. Produced by Linda Artel, 1979. 76 pages. Available from the Women's Educational Equity Communications Network, operated by the Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, Calif. 94103.

Films

Accomplished Women. 25-minute color film (1975) showing interviews with six successful women, discussing such topics as the women's movement, affirmative action hiring, and child care. Rental $25. Available from Extension Media Center, 2223 Shattuck Avenue, Berkeley, Calif. 94720.

But What Can a Girl Do—A Series. Film showing eight interviews with American working women. Available from Westinghouse Learning Corp., 100 Park Avenue, New York, N.Y. 10017.

Campaign. 20-minute color film (1973) showing a woman's campaign for state senator. Rental $21, sale $280. Available from Churchill Films, 662 North Robertson Boulevard, Los Angeles, Calif. 90069.

Changing Images: Confronting Career Stereotypes. Produced by Richard Murison. 16-minute black-and-white film (1974) tracing changes in attitudes about sex roles, as children participate in activities to change attitudes. Rental $14, sale $30. Available from Extension Media Center, 2223 Shattuck Avenue, Berkeley, Calif. 94720.

The Changing Role of Women. Color filmstrips (2) with records or cassettes presenting a discussion of equal opportunity, and the past and present contributions of women. Available from Scott Education Division, 104 Lower West Field Road, Holyoke, Mass. 01040.

Cinderella is Dead! Filmstrip with cassette of women in the labor market. Shows effect of mass media on sex roles and alternatives now open to women. Sale $17. Available from the National Education Association, 1202 16th Street, NW, Washington, D.C. 20035.

The Cult of True Womanhood. 11-minute filmstrip with record or cassette discussing and contrasting past myths about women and current views of women. Sale $16.95. Available from Multi-Media Productions, Box 5097, Stanford, Calif. 94305.

Free to Be . . . You and Me. Written by Bill Davis; produced by Marlo Thomas and Carole Hart. 42-minute color film (1974) designed to promote a positive self-image in children and to show nonstereotyped sex-role models. Rental $40, sale $660; rental of one part, $15. Available from Public Television Libraries, 475 L'Enfant Plaza, SW, Washington, D.C. 20024.

I Is for Important: Sex Role Stereotyping in Social and Emotional Events. 12-minute color film (1974) showing instances of differential treatment of the sexes in the classroom. Rental $15, sale $160. Available from Extension Media Center, 2223 Shattuck Avenue, Berkeley, Calif. 94720.

Jobs in the City: Women at Work. Produced by Douglas MacDonald. 11-minute color film (1972) showing women in a wide variety of nontraditional and traditional jobs. Sale $165, rental—inquire. Available from Centron Educational Films, Lawrence, Kansas 66044.

Katy. Produced by Monica Dunlap. 16-minute color film showing a 12-year-old girl who assumes responsibility for her brother's paper route. Shows opposition she faces from paper boys and the paper shack manager. Rental $18, sale $225. Available from BFA Educational Media, 2211 Michigan Avenue, P.O. Box 1795, Santa Monica, Calif. 90406.

Male and Female Roles. Set of 4 films. Produced by Globe Filmstrips (1975). Emerging Dissatisfactions shows some major objections to stereotyped sex roles; How Stereotypes Evolved explores some theories of how sex stereotypes have developed through history; How Stereotypes Are Learned shows the ways American society directs females and males into separate sex roles; and New Perspective shows alternative sex roles available to females and males. Rented separately. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Ill. 60601.

The Male of the Species. Filmstrip (1972) showing how cultural images of "supermale" deprive individuals of freedom to be themselves. Available from Eye Gate Media, Inc., 146-01 Archer Avenue, Jamaica, N.Y. 11435.

Men and Women. Color filmstrips (6) with records or cassettes, identifying stereotypes, reasons for stereotypes, and current changes. Available from Doubleday Multimedia, Box 11607, 1371 Reynolds Avenue, Santa Ana, Calif. 92705.

Ms. America. 15-minute color filmstrip (1973) showing differences in contemporary women and frontier women, discrimination against women in American society, and the goals of the women's rights movement. Available from Scholastic Films, Englewood Cliffs, N.J. 07632.

New Enterprises. 11-minute color film showing portrait of Denise Cobb, founder of a company providing services to people who travel a lot in their jobs. Sale $175, rental—inquire. Available from ACI Films, Inc., 34 West 45th Street, New York, N.Y. 10036.

New Horizons for Women. Color filmstrip with cassette showing new career opportunities for women and depicting the job discrimination women face. Sale $28. Available from Pathescope Educational Media, Inc., 71 Weyman Avenue, New Rochelle, N.Y. 10802.

Other Women, Other Work. Produced by Joan Churchill and Janie Kennedy. 20-minute color film (1973) showing women working in stereotypically male occupations. Available from Extension Media Center, 2223 Shattuck Avenue, Berkeley, Calif. 94720.

Remarkable American Women Who Influenced Our Lives (Seldom Told Stories). Set of 3 color filmstrips, each 10 minutes, with cassette. Women Who Pioneered in Politics, Women Who Pioneered in Business, and Women Who Pioneered in the Arts. Available from Eye Gate Media, Inc., 146-01 Archer Avenue, Jamaica, N.Y. 11435.

Women in the World of Work. 15-minute color film showing six women in nontraditional jobs discussing their work. The jobs are test engineer, filmmaker, scientist, congresswoman, housing inspector, and NASA employee. Rental $17.50, sale $175. Available from Vocational Films, 111 Euclid Avenue, Park Ridge, Ill. 60068.

TIPS ON SMALL-GROUP MANAGEMENT

Although getting students to work in small groups can be frustrating for you and sometimes unproductive, it can also be rewarding, both socially and academically, for your students. Here are some suggestions to help you and the students have successful experiences with small-group work.

Advance Preparation

Make sure you know exactly what you want students to accomplish in their groups, and make sure you have enough materials for each group.

Organizing Students into Groups

In general, assign students to groups instead of allowing them to choose their own. This way, you will avoid the prospect of cliques working together all of the time, some students being left out, or all of the high achievers or low achievers being in one group. You can assign students in one of two ways: (a) randomly group them, having them count off or having them choose cards marked with numbers or symbols for each group; or (b) arrange the groups so that they are balanced for race, sex, skill level, and compatibility.

When you randomly group students or balance the groups, explain to the students why they are doing small-group work: You want them to learn how to work with one another, respect one another, and learn from one another; you want them to get to know everyone else in the class; and you want them to work seriously on the problem at hand. Emphasize that working in groups is an extremely important life skill. Be sure to let students know that you do not expect them to be perfect at group work in the beginning. It takes practice and certain skills. It's serious business!

Make sure the students know exactly where each group is to work. Put three to five students in each group. The groups should be small enough so that everyone can easily participate.

Guidelines for What Happens in the Group

Be firm and explicit about what you expect from the students. Establish rules for group work and make sure everyone understands the rules. Have the students help you in establishing these limits for effective group work. Emphasize that everyone is expected to contribute to the group and to listen respectfully to every other group member's ideas.

Be sure to tell students specifically what you expect them to produce from their work in the group.

You can assign a group leader, tell the group to choose one, or simply allow a leader to emerge within each group. You may choose each of these strategies at different times. It is often helpful to have a group recorder.

Set a time limit for the work. If you expect the students to accomplish several things, break up the task into small tasks and time segments. You might say: "I want each group to list at least three reasons so few women work as physicists. You have 5 minutes to complete this assignment. When you have agreed on three reasons, I will give you the second part of your assignment. Okay, your 5 minutes begin now." Then circulate among the groups. Help groups if they need it and be ready to hand them (or verbally explain) the next part of their assignment when they are ready. As much as possible, keep to your time limits. Sometimes you will need to extend the limit if you have underestimated the difficulty of the assignment or students' degree of interest in it. When you allow more time, set another specific limit.

Circulate among the groups, and interact with them. If a group is having problems, try to help by providing hints, asking questions, or giving feedback about how the group members are working together.

Provide students with instruction in ways to cooperate, come to agreement, generate ideas, solve conflicts, assume responsibility, and respond to one another. Discuss and have students practice the following productive group behaviors: (a) giving ideas and information; (b) encouraging other group members to share by asking them for information, ideas, opinions, or feelings; (c) actively listening; (d) clarifying and making connections; and (e) checking to see if the group agrees on an idea.

Collect the results, or have the students share with the class the results of their group work. Be sure to have a procedure for students to follow in cleaning up and in returning any materials used.

Evaluation

To emphasize the importance of group work, you can assign grades based on students' efforts to work together and the excellence of their product. Group cooperation and responsibility to the group can be rewarded by assigning to all students in the group the same grade. Provide frequent opportunities for groups to evaluate how their members have worked together. In addition, provide students with feedback about how you think they have worked together.

To you, the student:

The present, the past, or the future—which one do you enjoy thinking about the most?

The past, present, and future are tightly woven together. To understand the present, you have to understand the past. To influence the future, you must make decisions now.

What you decide now about your actions will affect you for the rest of your life.

In this unit, you will have a chance to do some serious thinking about what you want to be and do. You will also have a chance to think about yourself and your values—and decide what is important to you.

Thoughtful decisions about your life will make living a lot more enjoyable!

Roles Are Everywhere Part I

TEACHER OVERVIEW FOR LESSON 1

Duration: One class period

Purpose: To familiarize students with the concept of social role

Student Objectives:

- To identify social roles
- To define role

Teaching Suggestions:

Level 1: Activities A and B, orally

Levels 2 and 3: All activities

Vocabulary: Roles

Evaluation Activity: None

Special Preparation: For Activity A, you will need either to provide a collage for the class or to provide students with magazines to make their own collages.

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- A role is a function for which there are expected behaviors.
- Roles are learned through socialization in a culture and are often different in different cultures.
- Each person has many roles at one time and throughout his or her lifetime.

Lesson 1: What Are Roles?

Activity A (discussion): A collage of roles

As a class, look at the collage your teacher has provided. Or, use pictures in magazines to make your own collage of different things people do.

What are the people in the collage doing?

The things they are doing affect the roles they have. Roles are various ways people act in society. These sets of actions are expected and learned from a culture.

Look again at the collage.

A-1 What roles do these people have?

A-2 What are some actions that are expected in each role?

A-3 Where might these roles have been learned?

A-4 How many roles can one person have?

A-5 What are some roles you play?

A-6 Are roles learned, or are you born knowing them?

A-7 What roles are defined differently in other cultures?

A-1 through A-3 Variety of answers The collage will probably show a variety of occupational, social, political, and family roles (for example, salesperson, leader, citizen, father). Roles are carried out in relation to other people, such as parent/child, physician/patient. Roles can also be expressed in terms of function of that person in relation to other people: protector, nurturer, counselor, mentor, enemy, etc.

A-4 Many; a person assumes new roles and discards old ones as she or he grows older.

A-5 Sample answers: family member, friend, student, church member, class clown, guitar player, etc.

A-6 Learned; a parent in another culture may demand that children learn to hunt and take care of themselves at an early age.

A-7 Sample answers: parent, child, boy, girl, President (for more information, see Lesson 4)

Activity B:
What do others expect you to do?

You may do this activity with a partner or by yourself.

In our society, people are defined according to the many things they do. If a person does carpentry work, we define that person as a carpenter. If a person takes care of young children, we call that person a babysitter. Words like these that represent sets of actions are called roles.

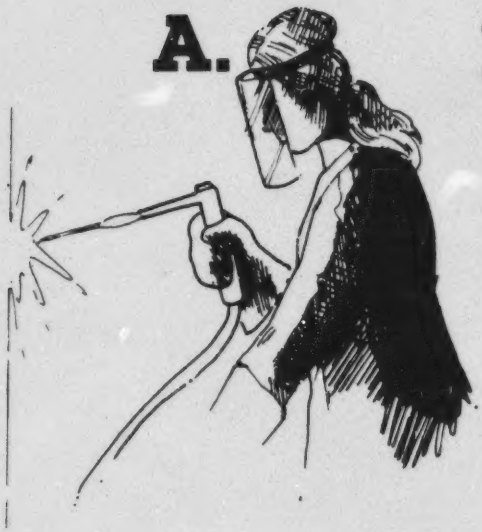
People can have more than one role at one time. For example, someone could be a carpenter and also be a mother.

The actions that go with roles are determined by a culture. Think about the role of parent. Our society expects parents to provide love, food, shelter, and education for their children.

Think about your role of student. Our society expects you to study, do homework, and attend class. If you don't fit this role, other people put pressure on you to go along with their ideas about that role.

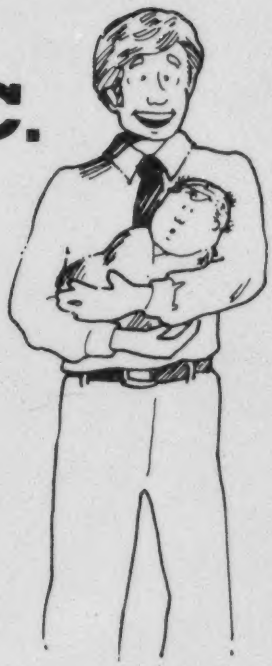
Look at the cartoons below. Then answer the questions that follow.

A.



B.

C.



D.

B-1 What is the person in each picture doing?

B-2 What is each person's role?

B-3 Two of your roles are student and family member. List other roles that you or your friends have.

B-4 List other roles that the people in your family have.

B-5 List five important things that the people in your school expect you to do (or not do) in your role of student.

B-6 List five important things that people in your home expect you to do (or not do) in your role of family member.

B-1 a. Welding

b. Sewing

c. Taking care of baby

d. Proposing legislation

B-2 a. Welder

b. Tailor

c. Father

d. Congresswoman

Activity C: Class wrap-up

C-1 Define role.

C-2 Discuss your answers to questions B-1 through B-6.

C-1 A role is a function for which there are expected behaviors.

TEACHER OVERVIEW FOR LESSON 2

Duration: One or two class periods

Purpose: To show that people portray the same role in different ways

Student Objectives:

- To act out a role in two different ways
- To describe decisions others make about an individual's personal roles and the decisions the individual makes about her or his roles

Teaching Suggestions:

Level 1: Activities A and B; Activity C, orally

Levels 2 and 3: All activities

Vocabulary: No new words

Evaluation Activity: None

Background:

The following is the main point of the lesson. Make sure to emphasize it as often as appropriate.

- People show many individual variations in performing a role. These differences may result from differences in cultural socialization, the specifics of a situation, or individual decisions about the role.

Lesson 2: Defining Your Roles

Activity A: Role-play

Activity A: Have students do this activity first in groups of four. Then have a few volunteer partners do their acts for the class.

Find a partner. Choose one pair of roles listed on the next page to act out together. Do the following two acts:

Act I: Choose one situation listed under the pair of roles you chose. Plan your act to last about 2 minutes. Act out the roles in front of another set of partners.

Act II: Switch roles with your partner. Act out the same situation, but make the characters say different things. (For example, if they were nice to each other the first time, make them act angry this time.)

Choose from this list of roles:

Girlfriend, boyfriend

- The girlfriend or boyfriend wants to ask the other person out.
- The girlfriend and boyfriend are talking about their favorite television show.

Starship captain and first officer (a robot)

- The first officer's decision has just been vetoed by the captain.
- The robot has just been told that the captain would prefer having a human first officer.

Two friends

- One friend is visiting the other friend in the hospital.
- The two friends are deciding how to spend their weekend.

Teacher, student

- The teacher has just assigned more homework than the student wants to do.
- The teacher has just found the student cheating on a test.

Activity B (discussion): Defining roles

B-1 After several volunteers have presented their set of acts for the class, discuss how each partner defined each role.

B-2 What are some similar ways that people define friend? What are some different ways?

B-3 Who decides what actions make your roles: others, yourself, or both? Explain.

B-2 Variety of answers.

B-3 Roles are defined by the cultural expectations of other people as as well as individuals.

Activity C:
What do you expect of yourself?

You may have already realized that different people define roles in different ways.

For example, think of the role of son or daughter. Some parents think that children should be seen and not heard. Other parents think that children often have good ideas, and these parents encourage their children to express their ideas.

Think of the role of student. Its definition partly depends on who is in charge of the school. For example, at some schools students decide what courses to take. At other schools, students make decisions about dances, fun days, and holidays. At a few schools, students can help in selecting teachers.

Another example of a role is that of mother or father. In other cultures, a father may teach his daughter or son to fish with a harpoon. Or parents may teach children how to weave or how to cook fish eyes. In our culture, a mother may teach her son or daughter how to mow the yard.

In some cultures, parents prepare their children to leave home at age 12. In our culture, parents usually take care of children until they are at least 18 years old. As you can see, what a mother or father does depends on the culture.

Even though other people help define your roles as student and family member, you can also help define your roles. What decisions do you make that affect your behavior as a student or family member?

C-1 Write one paragraph explaining what your school and parents decide you must do as a student.

C-2 Write one paragraph about the decisions you make in your role as student.

C-3 Write one paragraph explaining what your parents decide you must do as a family member.

C-4 Write one paragraph about the decisions you make in your role as family member.

TEACHER OVERVIEW FOR LESSON 3

Duration: Two or more class periods

Purpose: To show that family roles differ from family to family and from decade to decade

Student Objectives:

- To analyze family roles
- To generalize about changes in family roles

Teaching Suggestions:

Level 1: Activities A and B

Levels 2 and 3: All activities

Vocabulary: Traditional family, decisions

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- In a traditional family, roles are clearly established based on cultural norms of the past.
- As the needs of a society change, roles in that society often change.
- Because of our changing society, family roles in the United States have undergone considerable change.

Recent statistics show that households in the United States include the following:

15.9 percent are the traditional nuclear family--the father who works, the mother who stays at home, and at least one child

18.5 percent have a father and mother as wage earners, and one or more children

30.5 percent are married couples with no children, or no children living at home

6.2 percent are headed by a single female parent, with one or more children

0.6 percent are headed by a single male parent, with one or more children

2.5 percent are unrelated persons living together

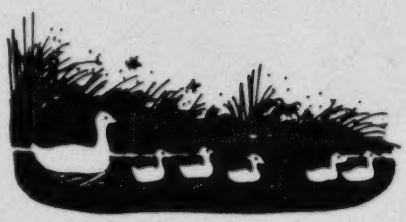
20.6 percent are single-person households (almost a third of those are women over age 65)

5.3 percent are either female- or male-headed households that include relatives other than parents and children.

(Source: Statistical Abstract 1977, U.S. Department of Commerce, Bureau of the Census.)

Lesson 3: Family Roles

Activity A:
What is a traditional family?



In this lesson, you'll be thinking about male and female roles at home. You may live with one parent and some brothers and sisters. Or you may live with two parents. Or you may live with an aunt or uncle or older sister.

All of these groups are families. A family is the person or persons that you depend on or take care of.

Do you think families are changing? Let's compare a 1950s family in the United States with your family. This way, we can see if family life is changing.

The following story is about the Brown family, an example of a traditional family. A traditional family means that the people in the family follow certain roles established in the past. Some of these roles are as follows: the mother stays home and takes care of the children, the father goes to work, girls help their mothers, and boys help their fathers.

The Brown family from the 1950s has four members: Mom, Dad, Sue, and Leroy. As you read the story, decide which family member would traditionally do the action.

A Day with the Brown Family

It is cold, windy, and gray outside. Everyone in the family is still asleep.

BZZZ-Rnngg!! The hands of the alarm clock show that it is 6:30 a.m.—time for A-1 to get up and go to work. It's also time for A-2 and A-3 to get up and go to school.

A-4 cooks breakfast for everyone. A-5 kisses the children goodbye and says, "Have a nice day!"

When Leroy and Sue get outside, A-6 whistles at the dog and runs after it. A-7 feels happy, softly humming a tune and smiling.

On the bus, A-8 and a friend discuss the television program last night about spaceships. A-9 worries about whether (his/her) hair is neat.

Leroy and Sue have a pretty good day at school. A-10 gets an A on a science test. In English, A-11 enjoys writing a poem.

After school, A-12 rushes to the park to play tennis with a friend. A-13 goes to the library to check out two new books to read.

By now, it's 4:00 p.m. and Leroy and Sue are headed home. So is A-14, who has finished buying groceries. A-15 arrives at 5:30 p.m. from work. A-16 and A-17 have just prepared supper for the family.

At the dinner table, A-18 does most of the talking. A-19 tells A-20 to make less noise while chewing. A-21 says, "I'm so glad everyone had such a nice day."

When dinner is over, A-22 gets the newspaper and sits in a large, comfortable chair. A-23 and A-24 wash the dishes, while A-25 takes the dog for a walk.

A-26 talks to a friend on the phone and finds out that someone at school has been making fun of (him/her). After hanging up the phone, A-27 is so upset that (he/she) cries.

Now find out what activities and roles you assigned to family members. To do this, note whether the person who did each of the following activities was female or male. Then fill in a form like the one below.

	Name	Male	Female
A-28 Outside activity a. Who went to work? b. Who played tennis? c. Who talked about spaceships? d. Who went for a walk?			
A-29 Helping others a. Who fixed breakfast? b. Who said nice things? c. Who shopped for groceries? d. Who did the dishes?			
A-30 Showing emotions a. Who kissed the children? b. Who whistled? c. Who hummed softly? d. Who wrote poetry? e. Who cried?			

Activity B (discussion): What are traditional roles?

B-1 Compare your answers with others' answers.

a. Who had most of the outside roles: females or males?

b. Who helped others more: females or males?

c. Who showed their emotions more: females or males?

B-1 a. Males

b. Females

c. Females

B-2 Were most students' answers alike? What might these results show?

B-2 Probably that there are traditionally prescribed roles that we can predict. They are based on cultural norms and expectations.

B-3 Describe the roles of each family member in the story: Mom, Dad, Sue, and Leroy. Why do they perform each role?

B-4 Would you like to have been a member of this family? If yes, which member and why?

B-3 and B-4 Variety of answers

Activity C: What is your family like?

C-1 Write a report about a typical weekday in the life of your family. Think of these questions as you write your report:

a. What people make up your family?

b. Who usually does jobs inside your home (cleaning, cooking, doing the dishes, making household repairs)?

c. Who usually does jobs outside your home (washing the car, emptying the trash, mowing the lawn)?

d. Who has a full-time paying job outside your home? Part-time job?

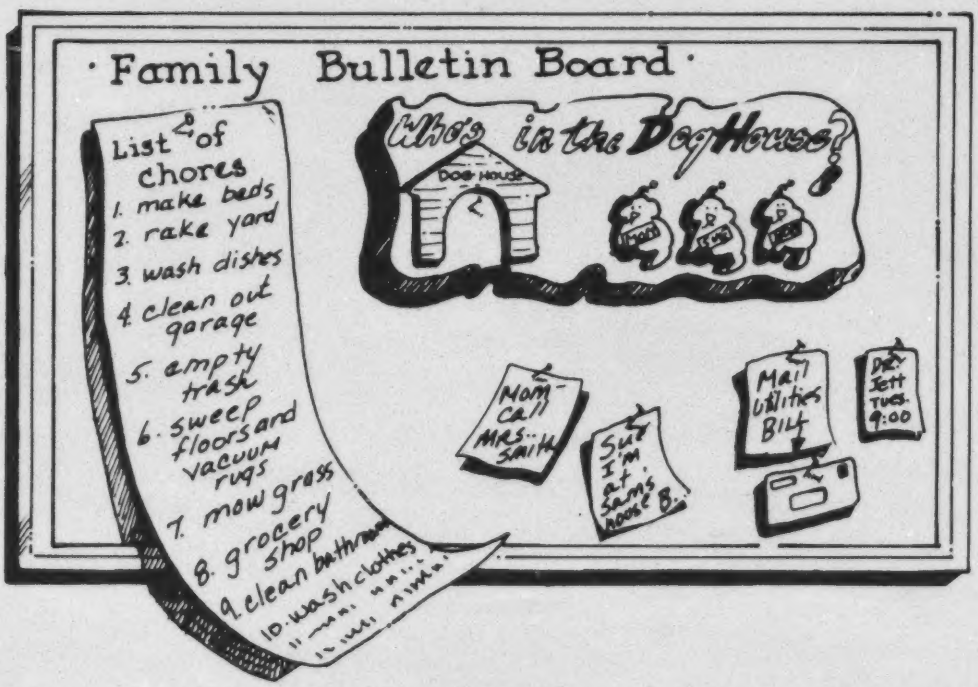
e. Who talks to you and whom do you talk to in your family (when you get up, after school, at mealtime, in the evening)?

f. Who drives the family places?

g. What decisions does each person make? Try to think of at least three decisions for each family member.

h. Who usually makes the most important decisions? What decisions are these?

C-1 g. You may need to explain to students the meaning of the word decision. Examples of family decisions include what food to buy, what car to buy, where to go on vacation, what church to attend, and how chores will be divided.



C-2 On a chart like the one below, record who does the following tasks most of the time:

C-2 Provide students with handout copies of the chart.

Family Tasks			
	Male	Female	Both
Cooks			
Does dishes			
Works outside home			
Washes car			
Drives the family places			
Makes important decisions			
Does yardwork			

D-1 Encourage a range of answers. Remind the class that today we have many different kinds of families including single-parent families and extended families with other relatives or non-related people living together.

See also Teacher Overview for Lesson 3.

D-2 a. Because of the need for more workers in the labor force, larger household income, and satisfactions obtained through jobs, many mothers and wives also work full-time. A woman working outside the home does not have as much time to do household tasks. She also has the potential to earn enough money to live independently of her husband's income if she chooses to do so.

b. Because of the increase of working wives and mothers, many men are taking a more active role in household tasks. Families may eat out more often; men may stay home from work more often when a child is sick. Because of the increase in family income, some men may feel less pressure to earn a high salary and be able to spend more time with their children. They may also encourage family decision making about important matters such as how family earnings are spent or what jobs to take.

c. and d. Because of the increased work loads of their parent(s), children (both sons and daughters) often have additional household responsibilities.

D-3 Traditional roles:
Advantages: Rules are provided so that everyone knows what to do.
Disadvantages: (1) Changes in society may make traditional roles dysfunctional, such as the role of a working parent who also must assume major household responsibilities. (2) Individuals may feel limited by expectations to do things they cannot do well or do not enjoy doing. They may be deprived of doing other things that they can do well or enjoy.

Family chooses roles:
Advantages: Each family member can develop skills and interests in many areas of family life.
Disadvantages: (1) It may be unclear which tasks should be done by whom, possibly causing disruption or confusion in the family. (2) It may be difficult to decide who will do undesirable jobs.

Activity D: Class wrap-up

Your teacher will ask for volunteers to read their stories to the class.

D-1 How is your family similar to the Brown family? How is it different?

D-2 Some people think that the roles of people in families are changing. How might roles be changing for:

a. A mother? A wife?

b. A father? A husband?

c. A son?

d. A daughter?

Consider the increase in the number of women working outside the home. Think also about the increase in the number of single-parent families.

D-3 a. Do you think people's family roles should be determined by traditional roles or be chosen by each family member?

b. What are some advantages and disadvantages of each method in deciding about roles?

c. In which other ways can people decide on family roles?

D-4 Imagine what a family might be like in the 1990s. Describe the members of the family and what roles they have.

TEACHER OVERVIEW FOR LESSON 4

Duration: One class period

Purpose: To acquaint students with cultural differences in role behavior

Student Objectives:

- To analyze cultural differences in roles
- To generalize that people's role behavior is partly a function of their culture

Teaching Suggestions:

Level 1: Activity A, orally; Activities B and C

Levels 2 and 3: All activities

Vocabulary: Culture, socialization, Arapesh, Mundugumor

Evaluation Activity: Activity C (this evaluation activity covers Lessons 1-4; for general information about the use of evaluation activities, see page xii)

Background:

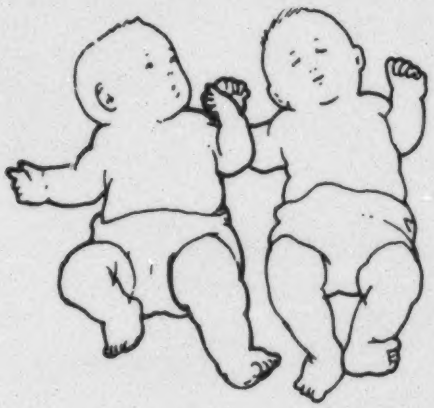
The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Socialization is a twofold process: (a) society transmits its culture (values, skills, roles) from one generation to the next; and (b) the individual responds and/or adapts to others in the culture.
- Because cultures can vary greatly from society to society, children are socialized in many ways.
- Culture includes the behavior patterns, beliefs, artifacts, and other human components of society.

Lesson 4: Different Cultures

Activity A: What causes differences?

Have you noticed that human babies look very much alike? It's often impossible to tell at a glance whether a baby is a girl or a boy. Also, girls and boys develop by going through the same stages. They learn to walk, talk, and develop emotions.



By the time girls and boys reach school age, however, they have begun to act differently.

What causes these differences? We learn them from the culture in which we live. Culture can be partly defined as the beliefs, behavior, and values of a group of people (a society). The way we learn now to behave in our culture is through socialization. Socialization means we learn to behave the way our group behaves.

In our society, most boys have been taught that "boys don't cry." And, generally, boys learn that sewing and knitting are girls' activities. Most girls learn that it is all right to cry. They also learn that hunting and fishing are boys' activities.

As you can see, people are not born with many of these different behaviors. Instead, they learn how to act from the culture in which they live.

To study more about socialization, read the following paragraphs. They are about males and females in other cultures. As you read the paragraphs, ask yourself: Do the females and males in this culture act the same as females and males in my culture?

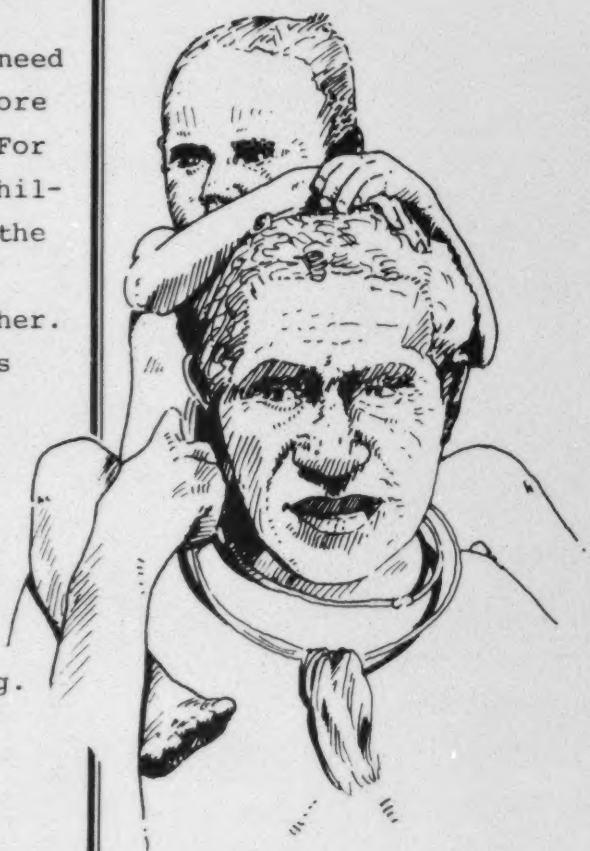
The Arapesh

The mountain dwellers in New Guinea are called the Arapesh (AIR-a-pesh). They recognize that males and females are physically different. As a result, they assign different jobs to each. But they do not believe that males and females are different in all ways.

The Arapesh feel that men and women need and want the same things. Sharing is more important to everyone than competing. For example, both females and males raise children. Men are as patient and proud as the women. After the birth of a baby, the father acts more emotional than the mother. Both males and females love small babies and help care for them.

Female and male children are raised to have the same type of personality. The Arapesh don't raise boys as though they are tougher than girls. Instead, all children are raised to be content, unaggressive, caring, warm, and trusting.

The Arapesh children are not allowed to play violently. And children are never harshly punished.



If a child has difficulty trying new things—for example, if a tree is too large to climb easily—the child is helped immediately. As a result, children don't develop much pride in their own ability. But they do develop trust in other people.

All Arapesh children are as protected from harsh discipline as girls are in our society. For both girls and boys, feelings remain tender and tears come easily at the slightest wound.

Adapted from *Sex and Temperament in Three Primitive Societies* by Margaret Mead. Copyright 1935, 1950 © 1963 by Margaret Mead. By permission of William Morrow & Company.

48

The Mundugumor

The Mundugumor (MON-da-gu-ma) live in a rich, fertile land southeast of the Arapesh. They keep their land by causing fear in their neighbors. This society demands a personality different from that of the Arapesh. Both men and women are expected to be violent, competitive, jealous, and ready to repay any insult.

The Mundugumor do not pass property from father to son or from mother to daughter. Instead, they pass it from mother to son, to son's daughter, to son's daughter's son, and so on. This situation causes much suspicion among family members.

Parents do not look forward to the birth of a child. Instead, it is seen as a near tragedy. In fact, the father is very angry when he hears his wife is pregnant. Usually, he takes a new wife, deserting the pregnant wife. When the child is born, the parents argue about whether or not to kill the child. The father argues in favor of killing a boy child. The mother argues in favor of killing a girl child. If the child is not killed immediately, its chances of survival are good.

Childhood is not a very happy time. Neither parent holds or plays with the child very much. No one comforts a crying baby. The mother nurses the baby while standing. Once the baby stops sucking, even for a moment, the meal is considered over. In this way, the child learns to be very aggressive—to go after what it wants.

As the children grow older, they learn to value their independence. They do not play in groups. Their games are very competitive. No one protects small children from the attacks of larger children. They learn to defend themselves and not to depend on help from others.

Adapted from *Sex and Temperament in Three Primitive Societies* by Margaret Mead. Copyright 1935, 1950 © 1963 by Margaret Mead. By permission of William Morrow & Company.

Activity B: Class wrap-up

B-1 What behavior do people learn in the Arapesh culture? The Mundugumor culture?

B-2 How are these cultures similar or different? Why?

B-3 Are boys and girls expected to be very much alike or different in these cultures? How do you know?

B-4 a. Does our culture teach boys to behave the same as girls or different from them?

b. Are boys and girls born with these differences or do they learn them? Explain.

B-5 a. How are the roles of males in other cultures different from those in the United States?

b. How are they different within the United States?

c. Why are they different?

B-6 a. How are the roles of females in other cultures different from those in the United States?

b. How are they different within the United States?

c. Why are they different?

B-1 and B-2 The Arapesh learned sharing, cooperation, trust, expressiveness (crying), non-aggressive behavior, and caring (particularly for children). They also showed a lack of pride in themselves and dependence on others. The Mundugumor learned hostility, jealousy, insecurity, and violent behavior. They also developed aggressiveness and independence. Behavior in each culture is based on people's lifestyle and the need to survive in the particular environment.

B-3 In both these cultures, boys and girls are expected to have similar personalities. Neither culture has separate rules about appropriate roles for males and females.

B-4 In our culture, boys are taught to be active and aggressive and to participate in violence if necessary (some of the same characteristics of both boys and girls in the Mundugumor culture). In contrast, girls are taught to be inactive, to nurture other people (especially children), and to express their feelings (similar to characteristics of both boys and girls in the Arapesh culture).

Many people believe that males and females are naturally very different in ways other than obvious biological functions. However, cultural studies demonstrate the variability in personality which occurs among different cultures. In a third culture studied by Mead, the Tchambuli, males learn the traditional personality pattern similar to that of American females, and females learn characteristics attributed to males in American culture.

B-5 and B-6 Arapesh men often take care of children, and Arapesh boys are protected from harsh discipline, which is often not the case in the United States. Girls in the Mundugumor tribe are expected to act aggressively and even be hostile, role behaviors that are not often expected in the United States.

Within our country, expectations about females and males also differ according to the cultural characteristics of different groups.

People's roles in other cultures differ from those in our culture because socialization in other cultures differs from ours.

B-7 People can continue to learn new behaviors throughout their lives. While much of an individual's behavior may be influenced by prior experiences, the individual can also choose new behavior.

B-7 You have learned that we all learn behaviors early in life. Do you think you can change any of them? How? Why or why not?

B-8 Think about your own personality. Would you rather live with the Arapesh people or the Mundugumor people? Why?

Activity C: Flight check

Did you understand Lessons 1-4? To find out, answer the following questions without looking back at the lessons. Then, your teacher will help you check your answers.

C-1 A role is a human function for which there is an expected set of behaviors.

C-2 From their families, churches, culture, friends, teachers, and so on

C-3 Socialization

C-1 Write a definition of role.

C-2 Describe at least three different ways people learn roles.

C-3 What term means the process of learning the role behavior expected in one's culture?

52

TEACHER OVERVIEW FOR LESSON 5

Duration: One class period

Purpose: To examine sex in relation to role expectations and role choices

Student Objective:

- To analyze how sex influences role expectations

Teaching Suggestions:

All levels: All activities

Vocabulary: No new words

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

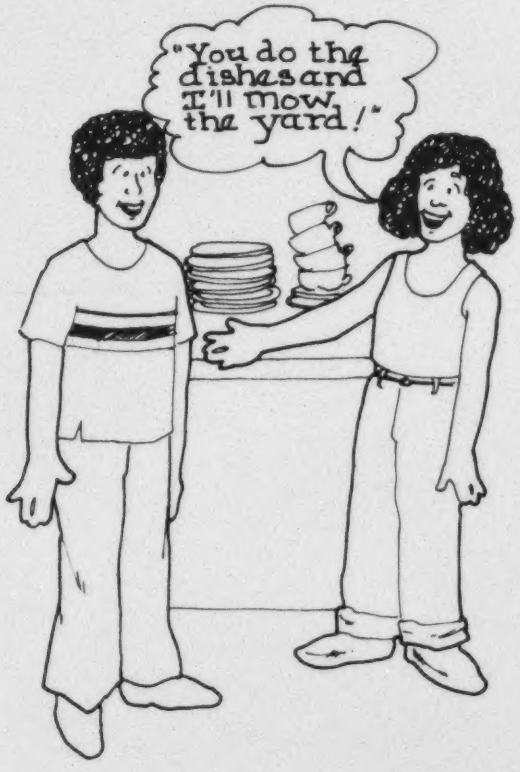
- Society often has different role expectations for females and males.
- Some individuals choose role behaviors that differ from traditional role expectations for females and males.

Lesson 5: Your Role as a Female or Male

Activity A: What do you do as a girl or boy?

Now that you know what roles are, let's think about another set of roles that affect you every day.

What are you expected to do as a male or a female? Do society, your parents, and your teachers expect certain things if you are a male and certain things if you are a female?



Think about the following questions.

- Are boys and girls treated differently at school? At home? By friends? How?
- Do you think the roles of boys and girls, and of men and women, should be more alike or more different?
- Who decides what boys should do and what girls should do? Can you decide for yourself?
- What do you feel it means to be a male or a female?

Do the following activities. There are no right or wrong answers.

A-1 and A-2 Each of the actions listed is a stereotype about male and female behavior. In other words, although the behavior is not often considered appropriate for one sex or the other, in reality many boys and girls do each activity.

During the discussion, encourage students to think of examples of boys or girls who would do each activity even if they themselves would not.

It is important to create a climate of acceptance in which students feel free to express both traditional and nontraditional ideas.

A-1 Look at the lists on the next page.

a. Write the letters of everything on the lists that you would not do because you are a boy or a girl.

b. Add anything else you can think of that you would not do because you are a boy or a girl.

A-2 Look at the actions you wrote in A-1. Write OK by any of these actions you secretly think are okay for you to do, even if your friends may not agree.

Boys Only	Girls Only
Because I am a boy, I would not:	Because I am a girl, I would not:
a. Cook	a. Call a boy on the phone
b. Knit	b. Dress like a man in a play
c. Wash dishes	c. Climb a tree
d. Help my mother clean the house	d. Have a job delivering newspapers
e. Change a baby's diaper	e. Play baseball
f. Cry	f. Beat a boy at a sport or game
g. Write poems	g. Kiss my mother
h. Kiss my father	h. Try to join a boys' club or team
i. Wear beads or jewelry	i. Get in a fist-fight
j. Baby-sit	j. Build a doghouse
k. Back out of a fight	k. Try to find out how cars work
l. Ask a girl to pay her way on a date	l. Pay my way on a date
m. Date a girl on the honor roll	m. Hold the door for a boy

Adapted from Laurie Olsen Johnson, "Student Workbook," *Nonsexist Curricular Materials for Elementary Schools*, Old Westbury, New York: The Feminist Press, 1974.

Activity B (discussion): Why do you do certain things?

Your teacher will select someone to tally the class's responses to A-1. Then, for each activity on the list:

B-1 and B-2: See notes for A-1 and A-2.

B-1 Your teacher will ask for volunteers who chose it to explain why.

B-2 Your teacher will ask for volunteers who didn't choose it to explain why.

Activity B: Why I like or dislike being a girl or boy

C-1 and C-2 If there is time, have students share their essays. Then save these essays for use later in the unit. After students learn more about roles, they will have an opportunity to make decisions about their own roles.

C-1 Think about your life—past, present, and future. Think about your values and what's important to you.

a. How does being a girl or boy help make it easy to do what you want to do in life?

b. How does being a boy or girl make it hard to do what you want to do in life?

C-2 Write a paragraph to answer the above questions.

57

Roles in the Progressive Era

Part II

TEACHER OVERVIEW FOR LESSON 6

Duration: One or two class periods

Purpose: To show historical change in teachers' roles

Student Objectives:

- To compare teachers' roles in the early 1900s and today
- To generate rules for teachers today

Teaching Suggestions:

All levels: All activities

Vocabulary: No new words

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

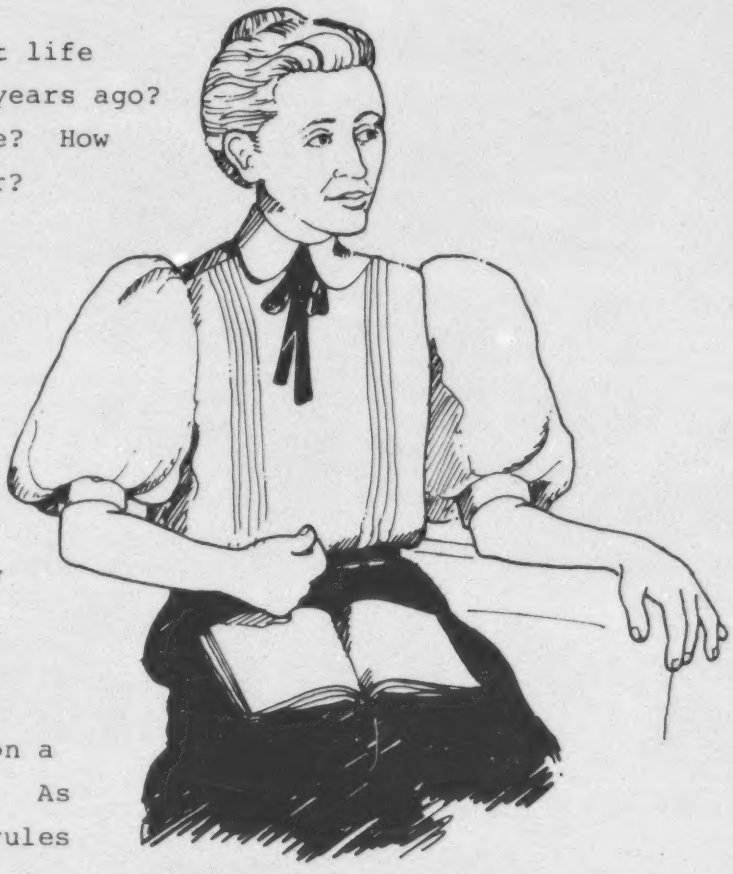
- Rules for female teachers (as well as those for male teachers) living in the early 1900s were quite different from the rules for today's teachers.
- Rules for teachers were influenced by cultural expectations and by the needs of society during that particular time.
- The roles of teachers have changed greatly from the early 1900s to the present.

Lesson 6: Teachers in the Early 1900s

Activity A: Rules

In the rest of this unit, you will study people's roles in the early 1900s and their roles today. You will try to decide whether roles have changed and why.

Have you ever wondered what life was really like 50 or 100 years ago? Was it a lot like your life? How did people treat each other?



Many things were different then and many things have changed since then. For example, the rules for people's behavior were different.

Shouldn't rules always stay the same? Can ideas about right and wrong change?

Actually, rules are based on a culture and its traditions. As the culture changes, some rules change, too!

Read the following list of rules. These were the rules for female teachers in the early 1900s.

1. Do not get married.
2. Do not keep company with men.
3. Stay at home between 8:00 p.m. and 6:00 a.m. unless you are attending a school function.
4. Do not spend time downtown in ice cream stores.

5. Do not leave town at any time without permission from the school board.
6. Do not smoke cigarettes.
7. Do not get into a carriage or an automobile with any man except your father or brother.
8. Do not dress in bright colors.
9. Do not dye your hair.
10. Do not wear dresses more than two inches above the ankle.

11. Wear at least two petticoats.

12. Keep the schoolroom neat and clean.

    a. Sweep the floor at least once daily.

    b. Scrub the floor at least once weekly with hot water and soap.

    c. Clean the blackboards at least once daily.

    d. Start the fire at 7:00 a.m. so the room will be warm by 8:00 a.m.

Activity B (discussion): Have some rules changed?

B-1 What do these rules of the early 1900s tell us about the role of female teachers in the community?

B-2 Why do you think there were rules for teachers at this time? Who do you think made these rules?

B-3 a. Did other people at this time have rules similar to these rules? Why or why not?

b. What might the rules for male teachers have been?

B-4 Do you feel that the rules for female teachers were fair? Why or why not?

B-5 Do you think you would like to have been a teacher in 1910? Why or why not?

B-1 Teachers, both female and male, were viewed as important models in the community as well as in the classroom. The personal lives of teachers were under public scrutiny most of the time. They were expected to be moral and academic leaders of the community. As the only employee in the whole school, the teacher had to take charge of the janitorial tasks too.

B-2 Teachers had rules to define the tasks expected of them and to insure that they were of high moral character. They were expected not only to teach academic subjects but to instill moral virtue as well.

These rules were made by the community school board whose job was to represent and fulfill the expectations of society.

B-3 a. Many people had rules that influenced their work and personal behavior. Most people lived in smaller communities than today. Because of the importance of religion and propriety and the facility for close scrutiny of others, individuals were willing to follow these rules.

b. Male teachers were restricted to one or two evenings per week for courting purposes, were forbidden to smoke, and were required to shave.

B-4 By today's standards, many of these rules seem unfair. Female teachers were expected to remain single and dress conservatively. They were deprived of the opportunity to earn money or pursue a career in teaching if they married.

B-5 Variety of answers

B-6 a. Today's teachers have much more freedom in their personal lifestyles but probably have more rules about what they do in the classroom.

b. They must serve hall duty, complete attendance forms, teach particular subjects, give many tests, and so on. After school hours there are few rules, but in some places teachers must live in the community and are not allowed to marry another teacher in the same school.

c. These rules are made by the school board and school principal.

d. Changes in schools and in society's values about personal freedoms have caused changes in roles and therefore rules. Schools today are large and complex, whereas schools in the past were often composed of only one room. Therefore, school organization has created the need for roles such as principal, custodian, cook, or hall monitor. The role of the teacher is one of communicating with many other teachers and school employees as well as of teaching students.

B-6 a. Do today's teachers have rules to follow like the rules of the early 1900s?

b. What are some of these rules?

c. Who do you think makes these rules?

d. Why are some of these rules different from those of the early 1900s?

Activity C: Making rules

Form a group with three or four other students. Choose a group recorder to write your group's answers.

Imagine that you are in charge of writing rules for today's teachers.

C-1 Write at least three rules for a teacher's behavior at school.

C-2 Write at least three rules for a teacher's behavior outside the school.

C-3 How are your rules for teachers different from those of the early 1900s? Why are they different?

C-4 Which, if any, rules are the same? Why?

C-5 What do your rules tell about the roles of teachers today?

C-6 Would you make different rules for male and female teachers? If so, what would they be? If not, why not?

C-7 Would you want to be a teacher who had to obey the rules you wrote? Why or why not?

Activity D: Class wrap-up

Discuss your group's answers for Activity C.

TEACHER OVERVIEW FOR LESSON 7

Duration: One or two class periods

Purpose: To examine work roles in the early 1900s

Student Objectives:

- To identify characteristics of various work roles in the early 1900s
- To compare and contrast work roles in the early 1900s

Teaching Suggestions:

Level 1: Activity A, orally; Activity B, C, or D; Activity E

Levels 2 and 3: Activity A; Activity B, C, or D; Activity E

Vocabulary: Work roles, the Progressive Era, progressives

Evaluation Activity: None

Background:

The following is the main point of the lesson. Make sure to emphasize it as often as appropriate.

- Women and men had a diversity of work roles in the early 1900s. Their roles were both similar and different.

Lesson 7: Work Roles in the Early 1900s

Activity A: Work roles in the Progressive Era

Introduction

By now you can see that roles change as cultures and people change. One way to look at changing roles is to compare work roles in the past and present.

In the next three lessons, you will find out about roles in the early 1900s in the United States. Later, you will have a chance to compare roles of the early 1900s with roles of today.

In this lesson, you will find out about work roles in the early 1900s. This period of time is called the Progressive Era. It began around 1893 and ended around 1917.

At that time, many problems had developed in the United States because of the growth of industry. These problems included business monopolies, dishonest politicians, crowded city slums, and poor working conditions. During this time, some people tried to solve some of these problems. These people called themselves progressives. They wanted laws that would help with their problems.

Work Roles

A large number of jobs in the early 1900s were factory jobs. Industry was growing rapidly. Factories began making canned food and packaged goods. Following the invention of modern plumbing, some factories produced plumbing equipment. The invention of the sewing machine led many factories to produce all kinds of clothing.

Many other jobs in building and mining were created because of industry. People hammered steel rails into place for railroad companies, and mined coal and iron. They dug trenches for factories and city buildings, and cut down trees for lumber.

Many girls and boys worked in factories. Florence Kelly was the chief factory inspector in Illinois during this time. She wrote this report about work in Chicago slaughterhouses (places where cattle were killed and prepared for eating):

> Some of the children cut up the animals as soon as the hide is removed. These children stand ankle-deep in the water used to carry the blood into the drain. They breathe air so sickening that people who are not used to it can stand it only for a few minutes.

Adapted from Beth Millstein and Jeanne Bodin, *We, the American Women: A Documentary History*, Chicago: Science Research Associates, Inc., 1977, p. 143.

Another large group of people still worked on farms. Men, women, and children worked together to raise crops and make their own clothes and furniture. Farming began to be easier during this time because of the engine invented by Henry Ford. Now farm machines, such as tractors, could do much of the work that people had to do before.

The following three stories are about real people who worked in the early 1900s. The first story is about a farmer who faced a terrible blizzard. The second one is about a meat packer who worked in a slaughterhouse. The third one is about a teacher who helped black children be able to go to school.

Look through the stories and choose at least one to read. As you read it, think about the author's work role. That is, determine what the author did for a living. Also think about whether people work in that type of job today.

After you read the story, answer the questions that follow it. If you don't understand the meaning of a word in the story, look it up in the dictionary.

Activity B:
Story One

I Made My Bed

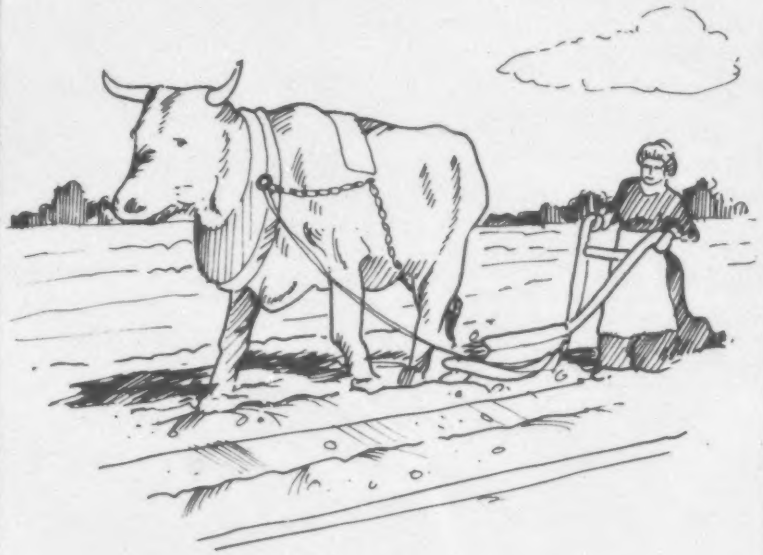
After my husband Shy and I got our place going, we had plenty to eat—cream, butter, eggs, chickens, meat, and garden vegetables. Once our neighbor Ed Runhold sat down to dinner with us. He looked over the table and said: "Grace, all I can see that comes from the store is coffee, sugar, salt, and pepper." He was right.

We had some cash coming in all the time to use for food, clothes, and things to run the ranch. Now and then we sold some steers and horses, but the bank took all that money to pay the mortgage. We milked a few cows and sold the butter. We had some chickens and sold eggs and old hens in the fall. For several years the mail carrier stopped at our place to change horses. This gave us a few dollars. There were always some people from the East looking for South Dakota land. Though we were crowded, we fed them and bedded them down, and this also brought in some cash.

Grace Fairchild

We were doing all right in those early years. Within three years we had put together a herd of 79 cattle and a bunch of horses. We had several acres of prairie broken and planted, and we were about free of debt. I had to work very hard to take care of the family, since Shy was sick most of the time. More and more of the running of the ranch fell upon me.

If I hadn't had babies every year, I might have gotten a job teaching. But why dream about the impossible? I was settled down on a South Dakota homestead. Having made my bed, I had to lie in it. If there was never enough hay to carry us through the winter, or enough pasture for the summer, I had to face up to the problem and find an answer.



Blizzards were forever with us in a South Dakota winter. Every one of them killed off some of our livestock. The blizzard of May 1905 was the worst in many years. It caused many ranchers to go broke.

It all began with a rain on May 2 and the grass greened everywhere. Most of the ranchers had turned their livestock out of the barnyards and corrals. Shy and the hired man had gone to Pedro to get some posts. I had done a big washing and had hung it on the line.

The first cold rain began to fall when I was bringing in my clothes. It kept on raining for two days and two nights. The first evening of the storm, a peddler drove in and wanted a place to stay. The two men who were building our fence moved in with their bedrolls. It looked as if it might be right cozy in our little house until the storm was over.

When the rain turned to snow on the second day, we knew we were in for it. For two nights and a day, the snow piled high. The waterholes had been filled by the rain. Then the snow made them so slushy that cows got stuck in them. The cattle began to drift on the second day. One by one they froze to death or drowned in the waterholes. We found some of our cattle 40 miles southeast of our place.

Herds from the Cheyenne drifted down to our ranch. Hundreds of cattle died in that storm. We lost 91 of our 168 head of cattle.

Adapted from Walter D. Wyman, *Frontier Woman* (Wisconsin: 1972), pp. 15-25, by permission University of Wisconsin, River Falls Press. A story retold from the original notes of Grace Fairchild.

Now answer the following questions.

B-1 How would you describe the author of the story?

B-2 Write at least three things you found out about the author's role as a worker.

B-3 What does the story show about working conditions on farms in the United States in the early 1900s?

B-4 Was the author able to solve problems? What problems did she have to solve?

B-1 Hardworking, determined, problem-solver

B-2 Sample answers: milking cows, making butter, growing vegetables, raising chickens, taking in boarders, raising cattle and horses, and doing laundry

B-3 Many farmers had to be self-sufficient and could only afford to buy a few necessities. They had to think of many different ways to produce what they needed. And they had to be prepared to lose cattle (or crops) because of bad weather.

B-4 Yes. Some of her problems were: she was unable to pursue her dream of being a teacher; she had to worry about how to provide enough food for the cattle and horses and how to protect them from storms. Grace tried to solve her problem of wanting to be a teacher by not thinking about it. She "made her bed and had to lie in it." She dealt with her other problems in managing the farm in an active way by working hard at a variety of tasks.

Activity C:
Story Two

A Lithuanian Meat Packer

Soon after my arrival in this country, I knew that money was everything I needed. But my money was almost gone. I thought I would soon die unless I got a job. This country was not like home. Here money was everything, and a man without money would die.

One morning my friends woke me up at five o'clock. "Now, if you want life, liberty, and happiness," they laughed, "you must push yourself. You must get a job. Come with us."

We went to the yards. Men and women were walking in by the thousands as far as we could see. We went to the doors of one big slaughterhouse. There was a crowd of about 200 men waiting there for a job. They looked hungry and kept watching the door. At last, a special policeman came out and began pointing to men, one by one. Each one jumped forward.

Twenty-three were taken. Then they all went inside and all the others turned their faces away and looked tired. I remembered one boy sat down and cried, just next to me, on a pile of boards.

Some policemen waved their clubs, and we all walked on. I found some Lithuanians to talk with. They told me they had come every morning for three weeks. Soon we met other crowds coming away from other slaughterhouses. We walked around and felt bad and tired and hungry.

That night I told my friends that I would not do this many days but would go someplace else. "Where?" they asked me. I began to see then that I was in bad trouble, because I spoke no English. Then one man told me to give him $5 to give to the special policeman. I did this and the next morning the policeman pointed me out. I had a job. I have heard some big talk since then about my "freedom of contract," but I do not think I had much freedom in bargaining for this job.

My job was in the cattle killing room. The cattle did not suffer. They were knocked senseless with a big hammer and were dead before they woke up. This was done not to spare them pain. If they got hot and sweating with fear and pain, the meat would not be so good. I soon saw that every job in the room was done like this—everything was done to make more money.

We worked that first day from six in the morning till seven at night. The next day we worked from six in the morning till eight at night. The day after that we had no work. In other words, we had no good, regular hours. It was hot in the room that summer, and the hot blood made conditions worse.

I held this job for six weeks and then I was turned away. I think some other man had paid for my job, or perhaps I was too slow. The foreman in the room wanted men who worked very fast. He was paid more if the work was done cheaply and quickly.

From the book *America's Immigrants* by Rhoda Hoff, copyright © 1967 by Rhoda Hoff. Reprinted by permission of Henry Z. Walck, Inc., a division of the David McKay Company.

Now answer the following questions:

C-1 How would you describe the Lithuanian meat packer?

C-2 What did the author do as a worker?

C-3 What does the story show about working conditions in the city in the early 1900s?

C-4 What were some problems the author had? Did the author solve any of these? How?

C-1 An immigrant, needed a job, depressed part of the time, hungry and tired, observant

C-2 Worked in a slaughterhouse

C-3 The story shows how many men competed for a few unpleasant jobs. Workers were expected to work long hours (13 hours in many cases) and had no protection against being fired suddenly.

C-4 Some of his problems were: how to earn money; how to get a job; how to withstand the poor working conditions; what to do when he was fired. He solved his problem of finding a job by bribing a policeman (which was common practice).

Activity D:
Story Three

Mary McLeod Bethune

Mary McLeod was born in a log cabin near Mayesville, South Carolina, on July 10, 1875. Her father and mother had once been slaves. Then, 14 years before Mary was born, President Abraham Lincoln freed the slaves.

When Granny Sophie first took Mary in her arms, she said, "Thank God she's born free. Nobody can take her away from us." As Mary grew, Granny often said, "She'll do something great someday."

Mary had 14 brothers and sisters. Some of the older children had married or gone away to work. But there were still too many at home to sit at a meal together.

After the McLeods had paid for their small farm and built the cabin, there was no money left for tables and chairs. All the furniture was made from boards Pa got at the lumber mill.

The whole family worked on the farm. Even the smallest children helped plant cotton. It was hard work, but the McLeods were thankful for their freedom.

Sometimes, Mama washed clothes for white people in town. One day, when Mary was seven, she helped her mother carry clean wash back to the Wilson house. The Wilson girls showed Mary their playhouse. Then she saw an open storybook on the table.

"Tell me what the words say," she asked. The oldest girl frowned and said, "Papa says Negroes can't learn to read." On the way home, Mary asked her mother, "Why can't I learn to read?" "You can," Mama answered. "You're just as smart as the Wilson girls or anybody. But there are no schools for poor black folks like us."

Mary began dreaming of learning to read. Often Granny held the Bible in her lap. Mary looked inside the book and said, "I wish I could read the words." "You will someday," promised Granny. "Then you can teach others to read."

One day Mary's dream started to come true. A neatly dressed lady came to the edge of the field where the McLeods were picking cotton. She said, "I am Emma Wilson. The Mission Board has sent me to start a school for Negroes. We would like to have some of your children come to the school."

Mama said, "Well, maybe we could send one. Mary has been wanting to read all her life."

Ten years later

Mary had just graduated from Scotia Seminary. Soon after, she won a scholarship to Moody Bible Institute in Chicago. There she studied to be a missionary.

She had decided she wanted to teach in Africa. But when she finished two years later she was very disappointed. The Mission Board did not send her to Africa. Instead, she went to teach black children at two schools in Georgia.

While she was there, she married a teacher, Albertus Bethune. Their son Albert was born a year later, and they moved to Palatka, Florida. Many black people had come to Florida to help build the East Coast Railroad. Others worked in the mills. But there were no schools for the workers' children.

Mary Bethune felt this was wrong. She wanted to start a school for these children. She had only a dollar and a half. But she found an empty house on the beach and rented it on credit. There she started her first school with five little girls.

There was no furniture and little food. Mrs. Bethune and the girls found boxes and boards on a nearby trash pile. They made benches and tables. Then a neighbor gave them a stove. Mrs. Bethune made sweet potato pies and sold them to the tourists.

News spread that Mary Bethune had opened a school for black students. More pupils came, but only a few could pay. Mrs. Bethune trained a chorus. The Florida tourists enjoyed the music. They gave money for a better building and more books.

Before long the school had 250 pupils. Mrs. Bethune wrote hundreds of letters to rich people asking help for her school. It was called Bethune College.

Mrs. Bethune worked hard to improve life for her people. There were many wrongs to be made right. Black people could not stay in hotels with white people or eat in the same restaurants. It was hard for them to get good jobs. Mrs. Bethune spoke and wrote about these wrongs. She became an important civil rights leader, working for her people.

Adapted by permission of G.P. Putnam's Sons from **MARY MCLEOD BETHUNE** by Ruby Radford. Copyright © 1973 by The Estate of Ruby L. Radford.

Now answer the following questions.

D-1 What kind of person was Mary McLeod Bethune?

D-2 What was Mary's work role as a child? As an adult?

D-3 What were some problems Mary had? How did she solve them?

D-4 What does the story show about work roles for blacks in the early 1900s?

D-1 Persistent, helpful, compassionate, determined, intelligent, problem-solver

D-2 Cotton picker; teacher; civil rights worker; school administrator

D-3 Some of her problems were: to learn to read; to start a school for children of mill workers. She solved these problems by going to school; renting a house on credit, building furniture, making and selling sweet potato pies, writing letters requesting financial support for her new school.

D-4 Work was difficult; many families in the South, especially black families, lived below poverty level, working on farms or as servants for white people. Most black people were not educated. Mary Bethune tried to change this situation.

Activity E:
Class wrap-up

E-1 Discuss your answers for Activities B, C, and D.

E-2 How were the work roles for these three people similar? How were they different?

E-3 Were these people's work roles fair? Why or why not? What could these people do to change their lives?

E-4 If you had lived in the early 1900s, which person would you like to have been? Why?

E-2 Similar: these three work roles involved physical labor and little monetary rewards
Different: one was a factory worker, one a farmer, and one a teacher

E-3 Blacks and women often did not have equal access to education and to various jobs; immigrants worked long hours for little pay with no job security. These situations were not fair. Mary Bethune worked hard to begin schools for blacks to improve the status of her people.

81

TEACHER OVERVIEW FOR LESSON 8

Duration: One or two class periods

Purpose: To examine family roles in the early 1900s

Student Objectives:

- To compare and contrast family roles in the early 1900s
- To identify family problems in the early 1900s

Teaching Suggestions:

Level 1: Activity A, orally; Activity B, C, or D; Activity E

Levels 2 and 3: Activity A; Activity B, C, or D; Activity E

Vocabulary: Immigrants, suburbs, dialect

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

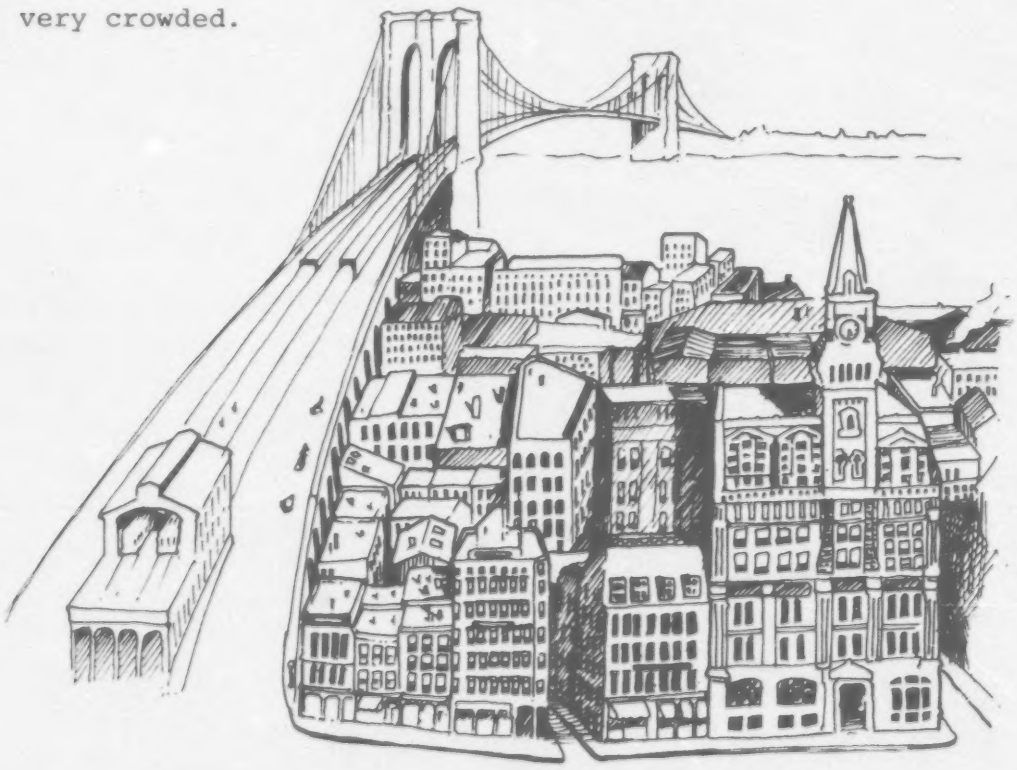
- Because of the low wages paid to most workers in the city and elsewhere, family roles centered on doing the tasks necessary to live from day to day.
- Because of the large size of many families and the dependence on one another for survival, family members often worked closely together and nurtured one another.

Lesson 8: Family Roles in the Early 1900s

Activity A: Living conditions in the Progressive Era

Living conditions were difficult for many families in the early 1900s.

Between 1900 and 1910, almost nine million people moved from other countries to the United States. These newcomers were called immigrants. As a result of immigration, cities such as New York and Chicago became very crowded.



So many people were looking for jobs that employers could hire people for very little money. Men, women, and children worked. Men received about $5 per week; women about $2; and children about $1 per week.

In the cities, only a few people were rich. Almost everyone else was very poor. The cities were crowded with factories and people. The air was no longer clean, and food was often scarce. Many people died. Children often had to take care of their brothers and sisters while their parents worked. Or they sold flowers or shined shoes to help with the family income. Many children worked in factories.

Some families had enough money to move away from the city. They moved to the <u>suburbs</u>—the area around the city. These people were mostly business and professional people, such as doctors, lawyers, store owners, and managers. Their homes were neat and roomy, but not as grand as those of the rich.

The families in the suburbs had life a little easier than families in the city. They had more time than many city dwellers to think about their values. They were better able to carry out their decisions based on these values. As time went on, the middle class grew to be the largest group in America. As a result, middle-class values became widely accepted.

On the farms, life was fairly simple. Families worked the land, and sewed or spun clothing. For fun, they held square dances, rodeos, fairs, and picnics. The automobile was invented at this time. As a result, transportation became easier for families who could afford to buy a car.

In the following three stories, you will read about actual families who lived in the early 1900s. The first story is about an Italian family who lived in the state of Washington. The story tells what the family did on payday.

The second story tells about a family who lived in a southern mill town. The mother of the family is the author of the story. She explains how hard life was for her and her family.

The third story is about a farm boy, his sister, and the grandparents who took care of them.

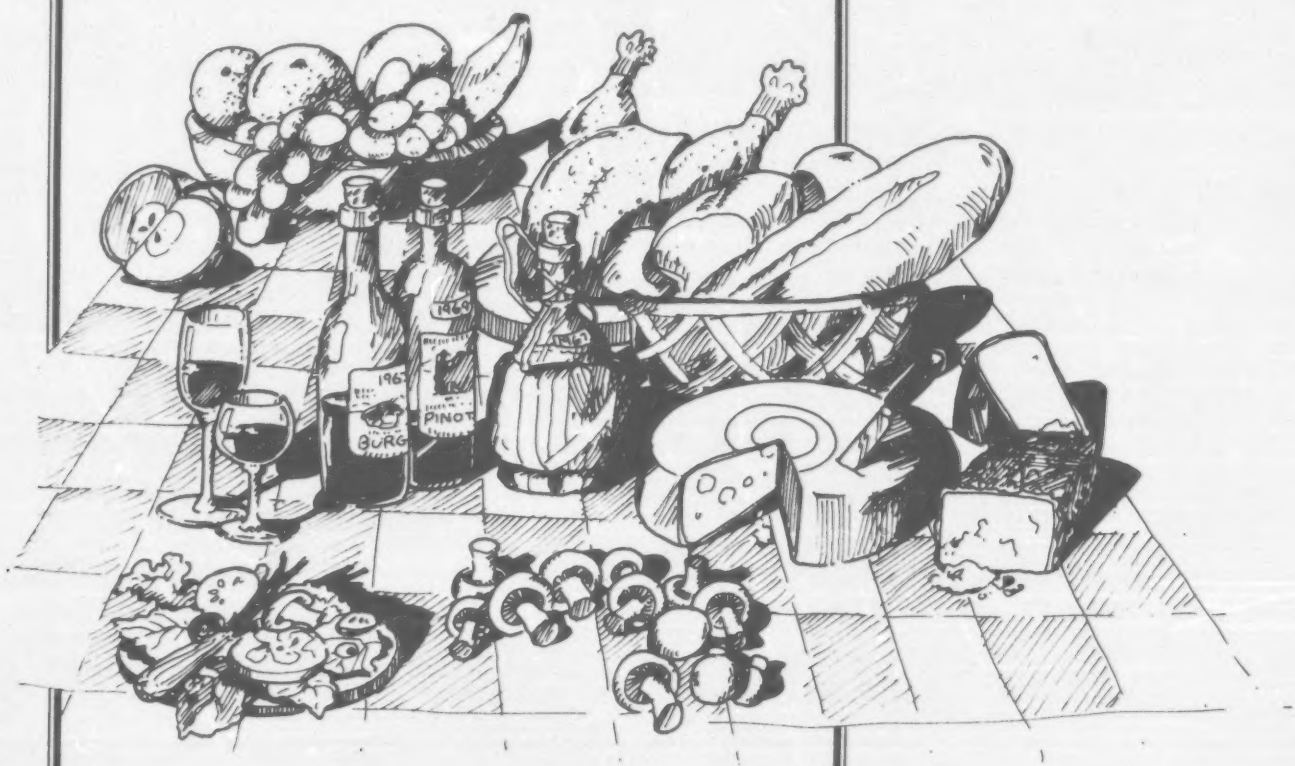
Look through the stories and choose one to read. As you read it, think about the family roles. What was family life like then? How has family life changed?

After you read the story, answer the questions that follow it. If you do not understand the meaning of a word in the story, look it up in the dictionary.

Activity B:
Story One

Payday

It was a day to remember, and it came so often! It was like having Christmas, Thanksgiving, Easter, and the Fourth of July all at once. On payday we saw the results of our labors.



We began with a feast prepared for the occasion. The dinner was prepared to please everyone's taste. First we sipped aperitifs (a before-dinner drink). Then we drank a delicious soup. This was followed by roast bird or rabbit with mushrooms and white wine. Bushels of greens and salad were served, gallons of wine, and many loaves of bread. Baskets of fruit and platters of cheese rounded out the meal.

We children got to eat and drink everything our parents ate and drank! Whatever was good for Father was thought to be even better for the children.

When we finished eating, we cleared the table except for the coffee. Then, the counting began. My brother and I gave Father the money we had collected from selling milk and eggs. Mother and the girls contributed what they had earned washing clothes for the bachelors. The boarders paid their rent.

We watched carefully as Father added all the items. He next figured the bills for the month and figured the balance.

The next order of business was to determine the family's needs. What staples such as pasta, olive oil, and cheese were to be ordered from the importer in Tacoma? Who in the family needed clothes? Who needed shoes?

Someone brought the Sears catalog to the table. We decided together what things to purchase. When all was done, Father brought out the bottle of anisette. Everyone received a nightcap before going to bed.

An Italian peasant looking into our home on payday evening would have said we were wealthy. An American might have said that we were doing nicely. We, ourselves, didn't ask whether we were wealthy. We just enjoyed the results of our labor.

From the book *America's Immigrants* by Rhoda Hoff, copyright © 1967 by Rhoda Hoff. Reprinted by permission of Henry Z. Walck, Inc., a division of the David McKay Company.

Now answer the following questions:

B-1 Write at least three things you learned about the people's family roles. (Think about Father, Mother, the girls, and the author.)

B-2 What does the story show about family life in Washington in the early 1900s?

B-3 What problem might the people in the family have had?

B-4 What problems did the family solve. How?

B-1 Everyone feasted on fine food and drink and made decisions about what to buy. Father figured out income for the month. Brother (author), mother, and girls gave the family the money they earned.

B-2 Immigrant families had a chance to prosper in Washington; if a family worked hard, they could provide well for themselves; all members of a family shared in making money and in enjoying the results of their labors.

B-3 How to raise enough income to provide all the food and goods they wanted; how to divide the income

B-4 All family members were encouraged to work and contribute to the family effort.

90

Activity C:
Story Two

Living in a Mill Town

Note: This story is written in dialect. That is, many words are written as people pronounced them in real life.

I have a husband and five children. I'm a weaver—I get paid by the day.

I get up at four to start breakfast for the children. When you got five young 'uns it takes a while to dress 'em. The oldest is nine and she helps a lot. The others are seven, five, four, and three.

After I've got the children dressed and fed, I take 'em to the mill nursery—that is, three of 'em. Two go to school, but after school they go to the nursery until I get home from the mill. The mill don't charge anythin' to keep the children there. I couldn't afford it anyway. We have breakfast about five. I spend the rest of the time from five to seven gettin' the children ready and cleanin' up the house. That's about the only time I get to clean up. Ruby washes the dishes. Ruby's my oldest.

My husband and I go to the mill at seven. I work in the weavin' room. I work from seven to six with an hour for dinner. I run up and down the alleys all day. No, there ain't no chance to sit down, except once in a long time when my work's caught up, but that's almost never.

At noon I run home and get dinner for the seven of us. The children come home from school and the nursery. We have beans and baked sweets and bread and butter, and sometimes fatback and sometimes pie, if I get time to bake it. Of course I make my own bread.

When the whistle blows at six I come home and get supper. Then I put the children to bed. There's a double bed here and a double bed in that other room. That's for seven of us. The baby's pretty young. I s'pose all of the children'll go into the mills when they get a bit older.

When supper is over, I have a chance to make the children's clothes. Yes, I make 'em all, and all my own clothes, too. I never buy a dress at a store. I haven't no sewin' machine but I borrow the use of one. On Saturday night I heat the water on the oil stove and wash the children in a big wash-tub. Then I do the week's iron'.

Usually I get to bed between ten and eleven at night.

From "How to live on 46 cents a day—1929" by Paul Blanshard in *The Female Experience* by Gerda Lerner, copyright © 1977 by The Bobbs-Merrill Co., Inc.

Now answer the following questions:

C-1 What problems did the author have?

C-2 What problems did the family solve? How?

C-3 List at least four family roles the author had and two roles the oldest child had.

C-4 What does the story show about family life in a mill town in the early 1900s? How do you think the author feels about her life?

C-1 She had to work long hours at seemingly endless tasks with very little income to support the family. There is no indication that her husband helped in these domestic necessities.

C-2 The family members, especially the mother, solved their problems by working long hours at a variety of tasks to save money (baking their own bread, heating water on stove for bathing, borrowing a sewing machine to make their own clothes).

C-3 The author is a wife, mother, cook, housemaid, weaver, mill-worker, baker, seamstress, ironer. The oldest child is a daughter, helps the others dress, and washes dishes.

C-4 An adult woman had many jobs working at home to take care of the children in addition to working in the mill. There was very little money to buy clothes or food. There was very little leisure time.

Activity D:
Story Three

My Grandpa

I remember when I was a boy, being waked up shortly after dawn by Grandpa. He would whisper, "Morning coffee, Son." I would sit upright, less than half awake, and reach for the saucer holding a steaming cup. Grandpa would bring the kerosene lamp from the kitchen to my bedside table and light mine for replacement. Then he would return to the kitchen to take a cup of coffee, one at a time, to Grandma and Sis in their beds.

Then, Grandpa would return to a chair beside the kitchen table and sip his own cupful.

On winter mornings, while Grandpa was drinking his coffee in the warm kitchen, I had one inside chore to perform. I had to light the logs I had laid the night before in one of the fireplaces. From the time I was old enough to lift a stick of firewood, I knew one thing that people in the city never learn: I knew that at least three sticks are required to set a wood fire to blazing brightly. I always laid three for starters and added others later.

It was easy to start the morning fire. But it was almost impossible for me to leave it once it was going good. There was something about a wood fire that set me to daydreaming. I would become unconscious of the passage of time.

Grandpa would come in after an hour or so to find me sitting in front of the fire. I would be gazing into the coals and flames, daydreaming. My thoughts were far away from my chores. I still had to separate the milked cow from the calf and bring in stove wood for the day. Grandpa would look at me and shake his head.

"There's a time and place for thinking," he would say, "but sitting in front of a morning fire isn't the place, and before breakfast isn't the time. Finish dressing, and get out so your grandmother and sister can dress in front of the fire. You might poke up the fire in the kitchen stove for breakfast cooking."

Breakfast, a couple of hours after daylight, usually was a hearty meal. We had hominy grits topped by fried eggs, with thick slices of bacon or smoked ham, and hot buttered biscuits with sugar cane syrup. To wash down the breakfast we could have any farm beverage—except coffee.

Reprinted by permission of E.P. Dutton from *Look Away: Dixieland Remembered* by Marion Cyrenus Blackman. Copyright © 1971 by Marion Cyrenus Blackman.

Now answer the following questions:

D-1 What problems did the author have?

D-2 What problems did the family have? How were they solved?

D-3 Write at least three things you found out about people's family roles in the story.

D-4 What does the story show about family life on a farm in the early 1900s?

D-1 Leaving the warm fire to perform his other chores, separating the cow from the calf, bringing in stove wood

D-2 No real problems (perhaps keeping warm on cold mornings)

D-3 Grandpa served others coffee in bed in the morning and saw to it that his grandson did his chores for the morning. Author lit the fire and performed various farm chores. One or more family members prepared breakfast.

D-4 This story shows grandfather nurturing other family members by waking them up in a friendly way. This family seemed to have enough time and money for a leisurely, hearty breakfast. The story also mentions typical farm chores such as milking the cows and chopping wood.

Activity E: Class wrap-up

E-1 Discuss your answers to Activities B, C, and D.

E-2 How were the roles in these families alike? How were they different?

E-3 What general statement can you make about family roles in the early 1900s?

E-2 Alike: all families enjoyed eating together; all families were relatively poor; the children in all families helped with daily tasks and/or contributed to the family income
Different: in the story "Payday," the males sold milk and eggs; the females washed clothes to make money; in the story "Living in a Mill Town," the mother worked both inside and outside the home; in the story "My Grandpa," the grandfather prepared morning coffee for the family

E-3 Family roles varied. More families lived on farms; often females in the family worked outside the home as well as inside the home.

TEACHER OVERVIEW FOR LESSON 9

Duration: One or two class periods

Purpose: To show group decisions made by people in the early 1900s to improve their lives

Student Objectives:

- To identify the reasons for reforms in the early 1900s
- To analyze actions taken by groups to achieve reform

Teaching Suggestions:

Level 1: Activity A, orally

Levels 2 and 3: All activities

Vocabulary: Reforms, labor reformer, scabs

Evaluation Activity: None

Background:

The following is the main point of the lesson. Make sure to emphasize it as often as appropriate.

- During the Progressive Era, the increase in immigration, the increase in industry and business monopolies, and the lack of government regulation caused poor working and living conditions for millions of Americans. Groups of citizens organized to protest the lack of human rights and to make reforms that would improve the quality of people's lives.

Lesson 9: Citizen Roles in the Early 1900s

Activity A:
What problems were people trying to solve?

Our country faced many problems in the early 1900s. Many Americans were extremely poor, even though they worked long hours. Cities were full of crime and disease. Only a few people were rich. Cities grew very fast because of the arrival of many immigrants to the United States. Business grew very fast because of the workers who would work for low wages. There were not enough laws to handle these problems.

Many citizens helped make reforms, or improvements. They worked to get better working conditions and purer food products. They worked to get rid of child labor. They fought for the right of women to vote. They fought against discrimination. They tried to provide education and training to more Americans. They worked to get rid of disease.

Theodore Roosevelt, who was President from 1901 to 1909, promised to improve life for Americans. He believed that all citizens should have a "square deal." Roosevelt worked for the passage of laws that would help control business. He wanted to provide equal opportunities, or chances for success, for everyone.

In the next story, you will read about one citizen's struggle to make changes. This citizen's name was Mary Jones. She was a strong leader who helped workers gain their rights.

As you read this story, find out what was important to Mary Jones in her role as citizen and labor reformer. (A labor reformer is a person who works to improve working conditions for laborers.)

After you read the story, answer the questions that follow.

Mother Mary Jones

Mary Harris Jones never believed that women should be sweet and quiet all the time. She spent nearly 50 years shouting at the top of her lungs for the rights of workers.

Mother Jones wanted to free workers from the evils of low pay, long hours, and poor health. She wasn't afraid to speak up to anyone. Not owners of mines and factories. Not heads of big companies. Not United States senators.

Here's her story.

I was born in Ireland in 1830. My father came to America in 1835. He got a job building railroads. As soon as he became a United States citizen, he sent for us. His job took us to Toronto, Canada. That's where I grew up.

I studied to be a teacher. I also learned dressmaking. My first job was teaching school in Monroe, Michigan. I didn't like teaching. I didn't like bossing little children.

I went to Chicago, Illinois, and opened a dress shop. I was not happy making dresses, either. I moved to Memphis, Tennessee, where I went back to teaching.

I got married in 1861. My husband was an iron molder. He was a member of the Iron Molder's Union. We had four children.

In 1867 yellow fever hit Memphis. Rich people left the city to get away from the disease. But the poor workers did not have enough money to leave, and they could not afford medical care.

Schools and churches closed. Across the street from us, ten people died from yellow fever. Soon the dead were everywhere. They were buried at night. Everywhere, I heard cries of fear and pain.

One by one my four children got sick. One by one they died. I washed their little bodies and got them ready to be buried. Then my husband caught the fever. He died, too.

I was left all alone. No one came to me. No one could. Every home was as sad as mine. All day and all night carts carried the dead outside my house.

Finally, I decided to stop feeling sorry for myself. I went outside and helped others. I worked as a nurse until the terrible disease went away.

I then went back to Chicago and opened another dress shop. But in 1871 my shop burned down in the great Chicago fire. I lost everything I had.

My shop had been near a building where the Knights of Labor held meetings. The Knights of Labor was a group that was trying to make things better for working people. I heard many speeches about how workers had almost no rights.

I joined the Knights of Labor. I decided to work full time for the rights of workers. The first workers I went among were the coal miners.

Miners in Pennsylvania often worked 14 hours a day underground. Mining families lived in shacks not fit for pigs. The shacks were owned by the mining companies.

Children died of disease and hunger by the hundreds. Miners got sick from breathing the coal dust. Many of them died young. Yet no laws protected their health while they were on the job.

In Arnot, Pennsylvania, miners went on strike. After being on strike for five months, the miners felt they were losing. The company was too strong. Many miners were ready to go back to work.

The man who led the strike asked me to come and help. I went to Arnot right away. At a meeting of miners I told them, "Rise and promise to stick to your brothers until the strike's won!"

I returned to my room at the hotel. The hotel was the only one in town. It was owned by the mining company. The housekeeper told me I no longer had a room. The mining company could deny a person a bed!

"It's a shame," said the housekeeper as she helped me with my coat.

A boy was outside the hotel with a horse and buggy. He gave me a ride up the mountain to a miner's shack. A cold wind almost blew the bonnet off my head.

I knocked on the door. A light showed in the tiny window. The miner held the oil lamp with his thumb and little finger. I could see that he had lost his other fingers. Miners often lost fingers, arms and legs in the mines.

"Did they put you out, Mother?" he asked. "They did."

The miner gave me the only bed in the shack. I slept in the bed with his wife. He slept with his head and arms on the kitchen table. The children slept on the floor.

The wife got out of bed early to quiet the children so I could sleep. But about 8:00 she came into the room. She was crying. "You must get up, Mother. The police are here. They are going to put us out of the house because we took you in. This house belongs to the company."

I watched as the poor family put everything they owned into a wagon. All they had was a few sticks of furniture, some old clothes and holy pictures.

When the miners saw the family in the wagon, they got angry. They decided not to go back to the mines that morning.

The mining company tried to bring in other workers. We had a name for those workers. We called them scabs because they helped the company. I told the miners to stay home with the children for a change. I said that the women would take care of the scabs.

I formed an army of women. I decided not to lead the army myself. I knew I would be arrested on the spot. I picked a woman with a red face and wild red hair. Her eyes were full of anger. I told her to lead the women up to the mines and chase the scabs away.

Yelling and beating on a tin pan, she led the women's army up the mountainside. The women carried mops and brooms and they were ready for war.

Near the mines the sheriff went up to the leader of the women. He tapped her on the shoulder. "My dear lady," he said, "think of the mules. Don't scare them."

She hit him with her tin pan and he fell into a creek. "That's for you and your mules!" she yelled.

Then the mules started bucking. The scabs started running down the hill. Waving mops and brooms, the army of women chased the scabs away from the mines.

After that, the women stayed at the mines to make sure the scabs didn't come back. They stayed there all day and night. Finally the company gave in and gave us all we wanted. That night the workers had a great party. They celebrated all night.

Special permission granted for excerpt from *Women in American Life*, published by Xerox Education Publications © 1976, Xerox Corp.

Now answer the following questions:

A-1 What work roles and family roles did Mary Jones have during her lifetime?

A-2 What were conditions like for workers in the coal industry in the early 1900s?

A-3 What kind of citizen role did Mary Jones have? What problems did she face in that role?

A-4 What actions did she take to solve these problems?

A-1 Work roles: teacher, dressmaker, nurse, night worker for coal miners

Family roles: mother, wife (until her husband and children died)

A-2 They worked long hours underground, suffered from disease, and lived in shacks. The coal miners often lost fingers, arms, or legs because of their work. Their lives were controlled by the coal company that hired them and provided housing. The children also suffered and often died.

A-3 She decided to become a labor reformer to work full-time for the rights of workers. When she tried to help coal workers who were striking because of poor conditions, she was denied a room in the local hotel and the family with whom she stayed was forced to move.

A-4 She joined the Knights of Labor; she traveled to a town to help miners on strike; she organized an army of women to protect the men's jobs while they were on strike.

Activity B: Class wrap-up

B-1 Discuss your answers for A-1 through A-4.

B-2 What might people have done in the early 1900s to improve their lives? (Think about the people in the stories in Lessons 7 and 8.)

Activity C:
Other reformers in the Progressive Era

Many other people helped make reforms in the Progressive Era. Choose one of the following people. Prepare a report for your class on the work and citizen roles of the person you choose.

Mary Church Terrell	Janie Porter Barrett
Theodore Roosevelt	Charlotte Perkins Gilman
Carry Nation	Upton Sinclair
Jacob Riis	Florence Kelly
Alice Paul	Samuel Gompers
Emma Goldman	Jane Addams
Robert La Follette	Lincoln Steffens
Ida Tarbell	Ida Wells Barnett
Fiorello La Guardia	Henry Lloyd

TEACHER OVERVIEW FOR LESSON 10

Duration: One class period

Purpose: To help students become aware of human rights problems in the early 1900s and possible solutions to them

Student Objective:

- To identify problems in the early 1900s that were caused by discrimination, and to suggest solutions to these problems

Teaching Suggestions:

All levels: All activities

Vocabulary: No new words

Evaluation Activity: Activity D (this evaluation activity covers Lessons 6-10; for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- During the early 1900s, many men and women faced intolerable working conditions in order to earn money for their families.
- Many children were forced to work long hours under difficult conditions.
- Black people did not have the same rights as white people—in jobs, education, or access to public places.
- Women did not have the same rights as men—in job opportunities, salaries, or education.

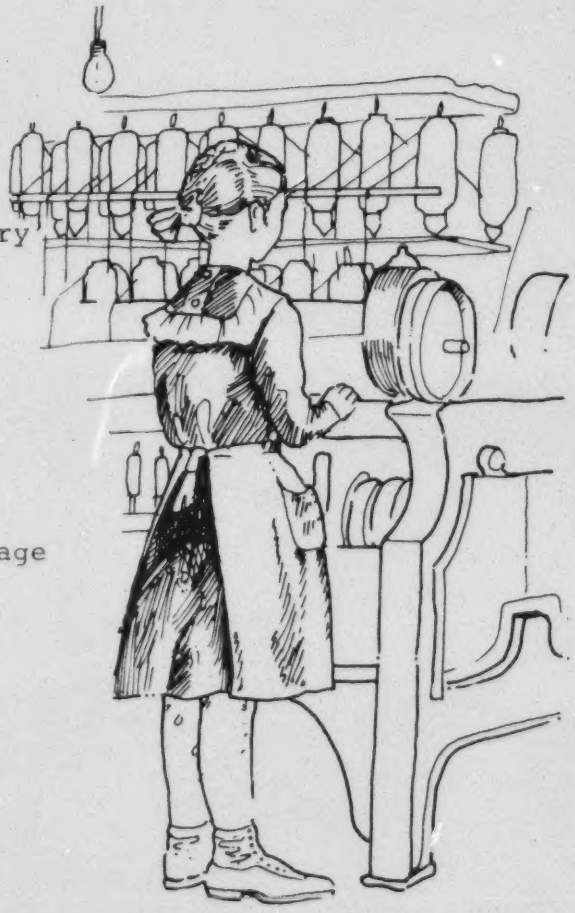
Lesson 10: Human Rights in the Early 1900s

Activity A: Writing letters about discrimination

In the early 1900s, many people were mistreated. Some people were mistreated by big business. Other people were the victims of prejudice and discrimination. There were not enough laws to protect people's right to life, liberty, and the pursuit of happiness.

Some of the most serious problems were the following:

- Poor working conditions in industry
- No votes for women
- Child labor
- Unequal pay and job opportunities for women
- Segregation of blacks
- Conflict between career and marriage for women



A-1 Choose one of the situations just listed. Then find the paragraph that describes it on the following pages.

A-2 a. Read the paragraph carefully.

b. Pretend that you live in the early 1900s and have a problem related to the situation you chose.

c. Write a letter to the Gazette, a newspaper of the early 1900s. Explain your problem in detail and ask for help and support.

Below is a sample letter.

April 10, 1908

Dear Gazette:

I am writing to let people know how upset I am.

My boss is running for City Commissioner. He is a cruel man. I also know that he is not fair.

But, because I am a woman, I cannot vote. This is terrible! We women should band together and get the vote. That way we can keep tyrants out of office!

How can women get their right to vote as citizens?

Signed,
No Vote

111

Problem 1: Poor working conditions in industry

Working conditions in factories were often extremely bad. Many factories were very crowded and unclean. Windows and doors were often nailed shut. Many people worked long hours and sometimes had to work overtime without pay. Employees sometimes had to pay fines for talking, smoking, or singing on the job.

A-2 Solutions to these problems can consist of an individual action (what the person with the problem can do) or a group action (what the person or other people can do to make changes in the laws and institutions ignoring or perpetrating the problems).

Sample solutions:

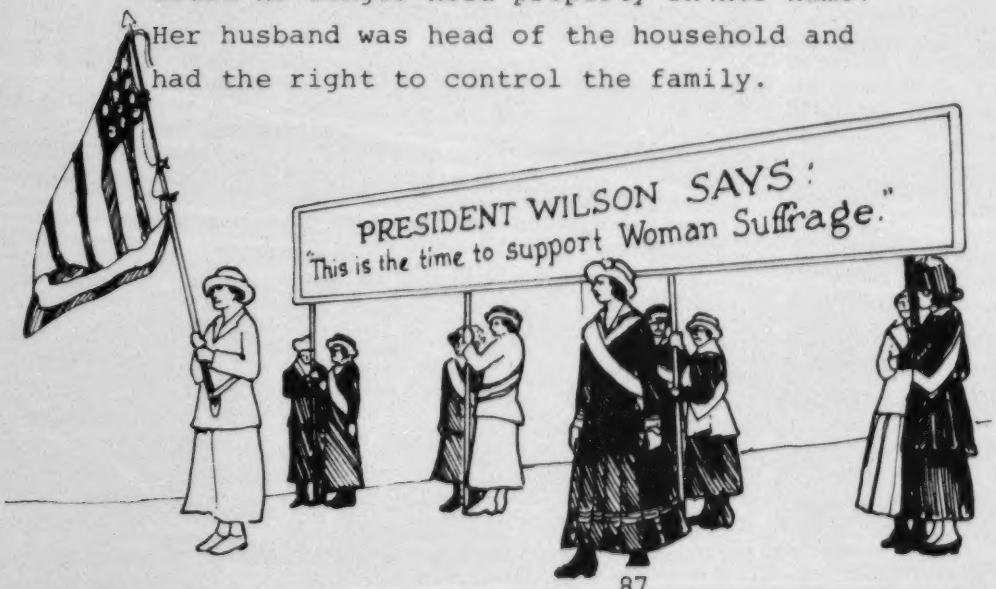
Problem 1: Workers organized labor unions to bargain for better working conditions and to protect employees from unfair practices. Some employees had the opportunity to go into business for themselves and thus avoided exploitation.

Problem 2: No votes for women

The rights of women were different from those of men. Women were not allowed to vote in national elections (but could vote in some state elections). Also, women could not be elected to office.

If a woman married, in most states she could no longer hold property in her name. Her husband was head of the household and had the right to control the family.

Problem 2: Women worked for 70 years to obtain the right to vote, finally succeeding in 1920. They lobbied Congress for an amendment to the Constitution, persuaded some states to allow women to vote in state elections, and told people that women could help elect good leaders if they were allowed to vote.



Problem 3: Social reformers succeeded in getting legislation passed to forbid exploitation of children working in factories. Individual children may have tried to persuade their parents not to make them work.

Problem 3: Child labor

In the early 1900s, factories employed 1½ million children eight years old or older. They worked 10 to 12 hours a day and received very little pay. In some canneries (factories for canning food), young children worked full time. Some children caught diseases or were injured because of the poor working conditions.

Problem 4: Groups of women protested against discrimination in job pay and opportunities. For example, women teachers in New York City went on strike to fight unequal pay.

Problem 4: Unequal pay and job opportunities for women

In the early 1900s, very few professions were open to women workers. In many government jobs, for example, women were not allowed to work. Women who had professional abilities were often hired as typists.

In government jobs, women's salaries were often limited by law to $1,200 a year. Men's salaries were limited to $3,000 a year.

Most women employed during this time worked as maids, farm laborers, unskilled factory workers, or teachers. In general, women were paid only half as much as men. Twenty-five percent of all women worked for pay.

Problem 5: Segregation of blacks

Special laws required blacks to use different public places than whites used. Black people could not go to the same parks, libraries, restaurants, or barber shops as white people. They had to sit in separate waiting rooms, train cars, and seats in a movie theater. Usually the places for blacks were not as nice as those for whites.

Problem 5: Jim Crow laws were fought through both individual and group action. Many blacks developed very strong family networks to try to circumvent the barriers established by white people.

Problem 6: Conflict between career and marriage for women

Some women were able to go to college and prepare for a professional career. However, most women who chose to have a career had to give up the choice of getting married. They couldn't do both.

Employers did not want to hire married women, because the employers believed that working would conflict with the roles of wife and mother. Many men did not want to marry successful career women. They did not think these women would be good wives and mothers.

Problem 6: Legal problems for married women were eventually relieved by legislation (although even today, such laws still exist in some states). Some women decided not to get married so they would not lose some of their rights.

Activity B:
Solving human rights problems

B-1 Form a group with everyone who chose your topic. Pretend you are the editors of the Gazette. Discuss each letter and possible solutions.

B-2 As a group, choose two letters to answer. Write answers in the form of a return letter. Suggest solutions in each letter. Your return letter can be similar to those written by Abby in the "Dear Abby" newspaper column.

B-3 Choose at least two letters and their solutions to present to the class.

Activity C:
Class wrap-up

C-1 After the groups have presented the letters and solutions, discuss the process people could use to move toward the solutions.

C-2 What special problems did women face in the early 1900s? What special problems did blacks face?

C-2 See Teacher Overview for Lesson 10. Women did not have the same legal rights as men, and were often considered inferior to men intellectually, so that it was "natural" for them not to have the same opportunities. The same applied to blacks and other non-white racial groups.

Activity D: Flight check

Did you understand Lessons 6-10? To find out, answer the following questions without looking back at the lessons. Then, your teacher will help you check your answers.

D-1 What were some problems that workers faced in the early 1900s?

D-2 Describe at least three of these problems and give the reasons for them.

D-3 List at least three problems that families had in the early 1900s. Did these problems have anything to do with their work roles? If so, how?

D-4 Describe what you think women's roles were like in the early 1900s. Or, describe what you think men's roles were like in the early 1900s.

D-5 Why was the period from 1893 to 1917 called the Progressive Era?

D-1 and D-2 Workers in the city were often paid poorly, had unpleasant working conditions, and worked long hours. Children also were often forced to work. Workers in the country struggled against the elements to survive and produce food, clothing, and shelter. Blacks and women were often forbidden to hold certain jobs and often received less pay than white males for the same jobs.

These problems were caused largely by the rapid growth of industry, the influx of immigrant workers, lack of government regulation, and discrimination against women, blacks, and ethnic groups.

D-3 Because of the problems in the work force, families in the cities often lacked enough money to buy food, ate inferior food products, and suffered from many diseases. Their living conditions were crowded. They had very little time for leisure activities.

D-4 Answers should include references to roles of women teachers, each of the people in the source documents, or supplementary research done by students.

In general, women's roles were restricted in many ways. Yet in other ways women showed much strength and leadership. For example, Grace Fairchild managed her family's farm; Mary Jones created labor reform; and many women worked long hours in factories.

In general, men were expected to be in charge of the family and earn money for their families. Many men exercised power in their family and at work, but many others did not have much power or control, particularly as workers in industry.

D-5 People who tried to solve problems in the early 1900s were called progressives because they wanted the government to pass laws that would improve their lives. Much legislation was passed during this period mandating labor reform, social reform, and economic reform.

Roles Today — Part III

TEACHER OVERVIEW FOR LESSON 11

Duration: Two or more class periods

Purpose: To investigate changes since the early 1900s that have affected people's roles

Student Objectives:

- To gather information about changes since the early 1900s that have affected people's roles
- To analyze information in order to make generalizations about how a particular event has influenced people's roles

Teaching Suggestions:

All levels: All activities

Vocabulary: Technology

Evaluation Activity: None

Special Preparation: At the completion of this lesson, ask students to choose work or family roles to study in the next lesson. Have students do Activity A or D of Lesson 12 before the next class period.

Background:

The following is the main point of the lesson. Make sure to emphasize it as often as appropriate.

- From 1900 to the present, major changes in people's lives have resulted from the rise of technology, growth of government control, and growth of educational opportunities. As a result, the work and family roles of women and men have changed.

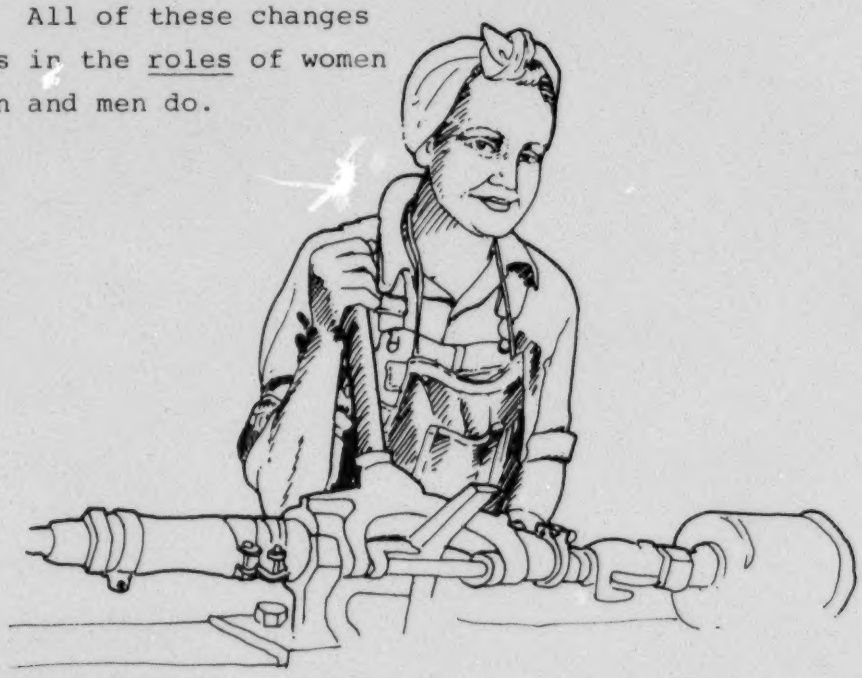
Lesson 11: Some Changes since the Early 1900s

Activity A:
What changes have taken place?

You may do this activity with a partner or by yourself.

In the last five lessons, you explored what life was like for people in the early 1900s.

Since that time, many changes have taken place. In some ways, life is easier for the men and women of today. In other ways, life is more difficult. All of these changes have caused changes in the roles of women and men—what women and men do.



In this lesson you will find out about three main changes that have affected our roles. One change is the growth of technology. Technology is the creation of new products based on new scientific knowledge. For example, televisions and radios are products resulting from scientific knowledge gained since 1900.

Another change is the growth of local, state, and Federal government, which has resulted in many new rules. These new rules have affected human rights in this country.

A third change is the growth of education. More people are going to school for longer periods of time to get training for jobs.

On the next page is a list of examples in each of the three areas of change. All of these changes took place between 1900 and 1980. And all of them have caused changes in people's lives.

Choose one of the examples of change and find out as much as you can about it. You may find information from your classroom history books, or from books in the library. If you have trouble finding information on your topic, ask your teacher for help.

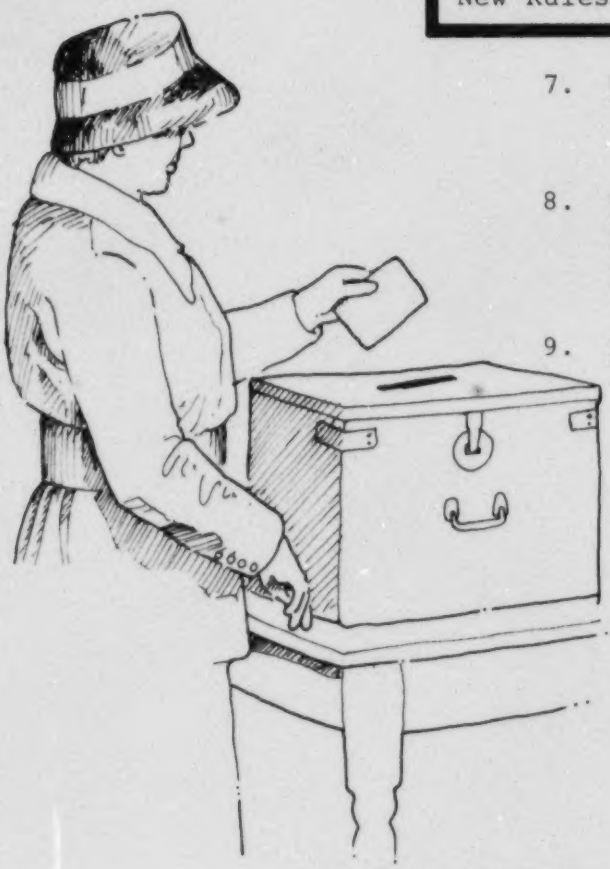
After you have gathered information, write a two-page report. Include in your report:

Background information for topics 1 - 12 appears at the end of this lesson.

- What change occurred
- How that change has affected the roles of people today—work roles, family roles, roles as females or males (if necessary, see your teacher for help with this part).

Rise of Technology and Service Industries

1. Invention of the automobile or airplane for mass transportation
2. World War II (for example, the story of Rosie the Riveter)
3. Changes in the labor force (for example, the increase in the number of white-collar workers)
4. Growth of fast foods (restaurants, convenience foods, frozen foods)
5. Rise in standard of living and increase in inflation
6. Availability of ways to choose family size



New Rules about Human Rights

7. Women's Suffrage Amendment (19th Amendment), which gave women the right to vote

8. Equal Employment Opportunity Commission (1964), which carries out laws to prevent job discrimination against women and minorities

9. Equal Pay Act of 1963

Increase in Educational Opportunities

10. Brown v. Board of Education (1954), which made school segregation illegal

11. Use of mass media in education (television, magazines, radio)

12. Increase in number of community colleges, universities, and vocational schools

Activity B (discussion): Changes in roles

B-1 Your teacher will ask for volunteers to present their reports to the class. Listen carefully to each report.

B-2 How have these changes affected women's roles?

B-3 How have these changes affected men's roles?

B-2 and B-3. See notes for Activity A at the end of this lesson.

Activity C: Changes in dress

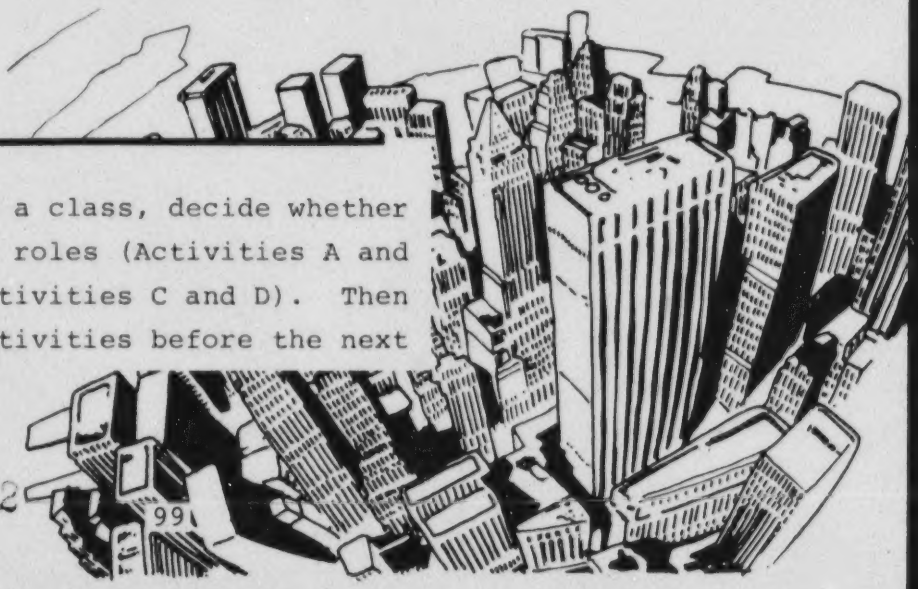
Compare people's clothes in the early 1900s with those of today. You can look at history books, an early mail-order catalog, or pictures of your family for ideas about how people dressed.

C-1 How have the clothes of men changed from the early 1900s to today?

C-2 How have the clothes of women changed from the early 1900s to today?

C-3 What do changes in dress tell you about changes in roles from the early 1900s to today?

C-3 Work roles have greatly changed for both women and men. Also, women today have more options in their choice of clothes, such as pants. Many people, including adults and children, females and males, wear jeans. Such changes show that the roles of females and males have become more similar, or more overlapping.



Look at Lesson 12. As a class, decide whether you want to study work roles (Activities A and B) or family roles (Activities C and D). Then make sure to do the activities before the next class period.

Background Information for Activity A of Lesson 11 (pg. 97)

1. The automobile and other forms of mass transportation have fostered increased social independence and mobility. New forms of transportation have made it easier for people to take advantage of many more employment opportunities, both locally and in other cities. Transportation has altered the nature of many jobs for which travel is an integral part. The automobile affords families more choices in spending their free time.

Increased mobility has increased the pace of our lives. People can now cram an incredible amount of activity into a small amount of time. They can take advantage of conveniences such as restaurants, grocery stores, night school, and so on. On the other hand, the pace seems too fast for some people.

As a result of mobility, families have spread out. Adults often live in a different location from that of their parents or siblings. As a result of this mobility, some people have experienced a sense of rootlessness or loss of family ties. People may have more choices than they can cope with in family and work roles.

2. World War II created a great need for workers in the munition industries but fewer men were available to work. To encourage women to work outside the home, images such as that of Rosie the Riveter, a woman holding an acetylene torch, were promoted widely in the media. Married women and older women entered the work force in increasing numbers, often in nontraditional, high-paying jobs. By the end of the war, women comprised 35 percent of the work force and had proved to be capable workers. World War II caused significant changes in men's and women's work and family roles, although at the end of the war many people returned to traditional family and work roles.

World War II fostered values of patriotism and sacrifice; thus it became temporarily acceptable for women to work in traditionally male jobs. But after the war, many women lost their jobs as soldiers returned home and as wartime factories closed. They were forced to take lower-paying jobs or leave the work force.

3. During the 20th century, the need for workers has shifted away from those in production industries such as mining and agriculture, toward service industries, especially government service. The need for skilled professional and technical workers has increased, while the need for unskilled workers has decreased.

This shift has had significant impact on the types of jobs held by women and men. In particular, many men and some women have moved into jobs for skilled professional and technical workers; many women and some men have moved into the service industries (clerical, sales, and so on). The percentage of men who work has declined to 77 percent and the percentage of women has increased from 20 percent in 1910 to about 52 percent today. (Black women have had high participation rates of about 50 percent throughout the 1900s.)

4. The availability of convenience foods and inexpensive, fast-food restaurants has made it possible for families to reduce the time needed to shop for and prepare meals. Since women have traditionally been expected to do these tasks, they now have more choices about how to spend their time.

Most family members, however, spend less time together at meals because of the ease of securing food; and they are also eating less nutritious meals.

5. Because of the availability of technical innovations, most families today have a higher standard of living than in the early 1900s and expect to further increase this standard during their lifetimes.

At the same time, inflation has increased dramatically in the recent decades so that it is increasingly difficult for families to meet these expectations. A large percentage of families live at the poverty level.

Consequently, more adults, especially women, have entered the work force. Two-wage-earner families are common. While some women see their work role as supplementary to their husbands', over two-thirds of women work out of necessity for themselves and/or their family. The increase in women's work roles has caused a shift in the traditional family role patterns.

6. The availability of new forms of birth control in the last few decades has allowed families more control over the number of children they have. People have also become knowledgeable about the consequences of having a large or small family. The average family in the early 1900s had four children; in the 1930s (the Depression) the average size was three children. In the 1950s the birth rate increased to four children per family. Today, however, families have an average of two children.

These changes in family size have greatly influenced women's roles by reducing the time necessary for child care and increasing the time available for women to work outside the home.

(cont'd)

Continued

7. After struggling for 70 years, women secured the right to vote in 1920. Many people expected that women would take a more active part in public affairs and be a cohesive force to bring about social change. Initially women succeeded in passing maternity and infancy legislation, but then failed because they did not vote as a block or did not vote very differently from men. While the percentage of women voters has increased since the 1920s, their voting behavior today remains similar to men's.

8. As a result of legislation to insure equality in employment (Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972), the Equal Employment Opportunity Commission was established to insure that these laws were carried out for racial minorities and women.

Such regulation by the government has increased the rights of women and minorities in the work force by outlawing discrimination. No person can be refused a job because of sex.

This law has had a great impact on women's work roles, since higher-paying jobs formerly not often open to them, such as telephone installer or truck driver, are now being filled by women. Men, too, have more opportunities in jobs such as elementary school teacher, nurse, and telephone operator.

For more information, write to the Equal Employment Opportunity Commission, 2401 E St., NW, Washington, D.C. 20506.

9. The Equal Pay Act forbids that women and men be paid differently for doing the same job or similar work. As a result of enforcement, women's salaries in most fields are similar but still not as high as those of men, in some cases because of the difference in experience. However, the jobs most women enter pay less than the jobs most men enter. As a result, a full-time female worker earns an average of only 57 percent of the salary of a full-time male worker.

This legislation has allowed more women to be economically independent. This fact is often linked with the increase in divorce among families, since women no longer have to stay in a stressful marriage because of economic dependence.

10. This Supreme Court case outlawed school segregation by race and required that school districts take steps to integrate all schools. This case helped to improve the education of black males and females, enabling them to better prepare themselves for work roles and for higher education.

11. As a result of "instant" communication, ideas and news of world events can be shared very quickly. However, mass media often resort to communication at the level of the lowest common denominator in order to attract the widest audience possible. Consequently, presentation of information and values may be oversimplified and distorted.

With regard to work and family roles, television programs and commercials as well as magazine ads often reflect ideals of a traditional society in which men dominate and women are treated as second class citizens who are primarily concerned with trivialities and frivolities. These images conflict with the reality that many women have full-time jobs, make important decisions, and shoulder heavy responsibility, and that many men do not want full financial responsibility for the lives of others.

However, the images that television and magazines convey are powerful ones, and they shape many people's ideas about themselves and others. Television has both expanded and limited male and female role options: it presents new role options on educational programs, but continues to show traditional roles on many situation comedy shows and commercials.

12. The growth of higher education has enabled people to train for higher-level jobs and expect more meaningful work. Women now constitute almost 50 percent of all college freshmen and approximately 25 percent of students in law, medicine, and veterinary medicine.

Such change in the professional schools has the potential to increase women's work roles in these areas. However, the bachelor's degree has not had the same impact for women as for men, since women with a bachelor's degree are paid an average of 59 percent of the salary of men. Women tend not to get bachelor's degrees in science and math areas. These areas often pay more money than degrees in the arts, or in lower level business areas.

TEACHER OVERVIEW FOR LESSON 12

Duration: One class period (additional out-of-class time needed)

Purpose: To examine work or family roles among students' friends and families

Student Objectives:

- To collect data about the work or family roles or personal friends and family members
- To analyze data and generalize about changes in female and male family or work roles since the early 1900s

Teaching Suggestions:

Level 1: Activities A and C; or D and F; Activity B or E, orally

Levels 2 and 3: Activities A, B, and C; or D, E, and F

Vocabulary: Poll, work tree

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Many changes in work and family roles have taken place since the early 1900s.
- Changes in the roles of both women and men have occurred.

Lesson 12: Your Families and Their Work

Activity A: Work roles today

What jobs do people have today? What jobs do women and men have? Are children working?

A-1 Write down what percentage of students' mothers you think work outside the home.

See what you can find out about work roles today. To collect information, do one or more of the following activities.

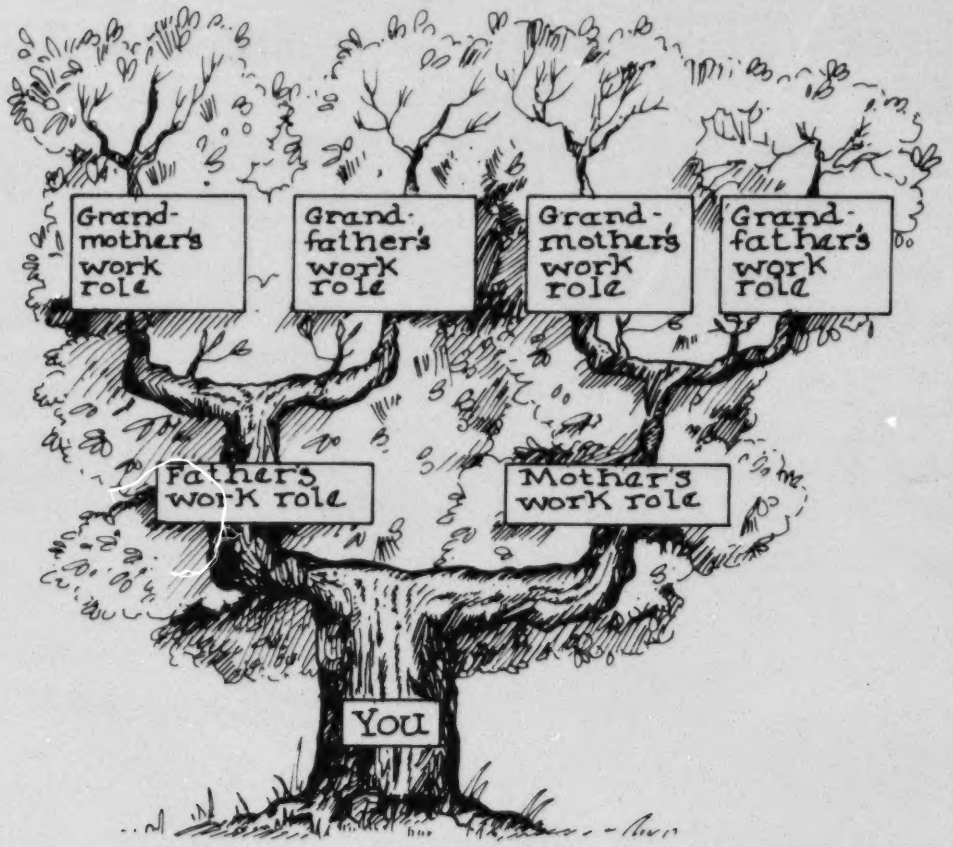
A-2 Take a class poll. Find out the percentage of fathers and mothers who work outside the home.

To do this, count the number of fathers of students in the class. Then count the number of fathers who work. Divide the number of fathers who work by the total number of fathers.

Do the same for mothers. Use a chart like the one below.

Parents Who Work outside the Home	
	Class Poll (take hand count)
Number of fathers	_____
Number of fathers who work outside home	_____
Number of mothers	_____
Number of mothers who work outside home	_____

A-3 Make a work tree of your family: Write the work roles of your parents and grandparents. (Use the term homemaker for people who work at home.) See the sample work tree below.



A-4 Interview at least three adults. Ask each the following questions:

a. Why do you work?

b. What kinds of work do you hope your son(s) will do? Your daughter(s)? Why?

A-5 Write down the work role of the fathers and mothers of at least 20 students in your school.

Activity B:
What information did you collect?

Form a group with three or four other students. Make sure at least one group member chose a different activity from the one you chose in Activity A. Choose a group recorder.

B-1 a. Report your results for each activity.

b. Discuss your findings.

c. Have your group recorder write all the facts you found out. Be specific.

Discuss the following questions in your group.

B-2 Can you make any general statements about what jobs the men have in your sample? (Begin your statements with the words "Most men . . ." or "Half of the men . . ." and so on.)

B-3 Can you make any general statements about what jobs the women have in your sample?

B-4 How many women are working outside the home? How many men?

B-5 Why do most men work? Women?

B-6 Are their reasons more alike or different?

B-7 Have work roles changed since the early 1900s? Explain.

Activity C:
Class wrap-up

Discuss each groups answers to B-2 through B-7.

B-2 In the United States, men are employed as follows: 44.8 percent factory operatives and craft workers, 15.5 percent professional workers, 14.4 percent managers and administrators, 8.8 percent service workers, 6.4 percent clerical workers, 6 percent sales workers, 4 percent farm workers.

B-3 In the United States, women are employed as follows: 35.1 percent clerical workers, 19.5 percent service workers, 16.8 percent professional workers (teachers, nurses), 16.8 percent factory operatives and craft workers, 6.8 percent sales workers, 6.9 percent managers and administrators, 1.2 percent farm workers.

(Source: U.S. Department of Commerce. Bureau of the Census. Statistical Abstract of the U.S., 1981, 102d edition.)

B-4 Approximately 50 percent of all adult women (ages 16-64) and 80 percent of all adult men work outside the home.

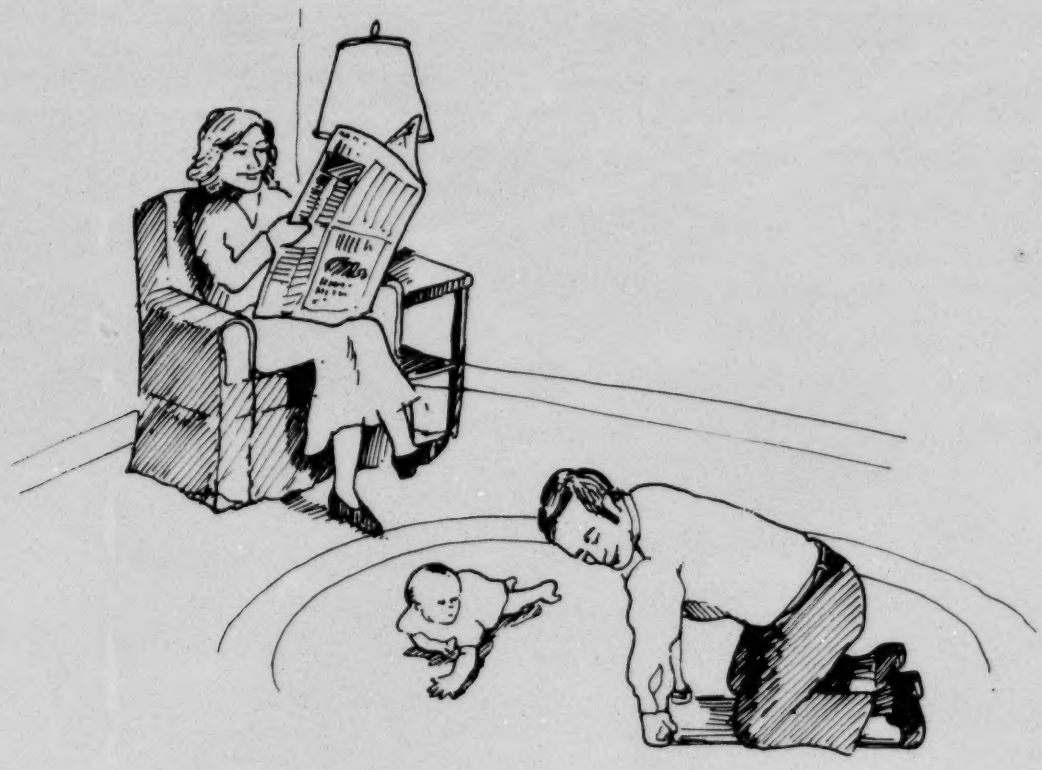
B-5 Both women and men are likely to work because of economic need, as well as for job satisfaction and for success.

B-6 See notes from Lesson 11, topic 3.

B-7 See notes from Lesson 11.

Activity D:
Family roles today

What are families like today? Are they different from families in the early 1900s?



See what you can find out about family roles today. To collect information, do one or more of the following activities.

D-1 Interview two adults over the age of 40. They can be in your own family or in someone else's. Ask them the following questions:

a. What main responsibilities do you have at home?

b. What main responsibilities does your spouse (wife or husband) have at home?

c. What responsibilities do you avoid having, or never have, at home?

d. How is your present family different from the family you grew up with? (Include information about the size of the family, the activities of the family, and the values of the family.)

D-2 Interview two adults between ages 20 and 30. Ask them the questions listed under D-1.

D-3 Interview two students in your school. Ask them the following questions:

a. What responsibilities do you have at home?

b. What three main responsibilities does your mother have? Your father?

d. What activities are the most important to your family?

e. What activities does your family do the most often?

Activity E:
What information did you collect?

Form a group with three or four other students. Make sure at least one student chose a different activity from the one you chose in Activity D. Choose a group recorder.

E-1 Report the results of all your interviews.

a. Are any of your findings interesting or surprising?

b. Discuss these findings.

c. Have your group recorder write down all the facts you found out.

Discuss the following questions in your group.

E-2 Compare the activities of the people over age 40 with those of the people between the ages of 20 and 30.

a. Were there any differences?

b. If so, what were the differences?

E-3 a. Which people were more traditional in their family roles? Nontraditional? (See Lesson 3 for the definition of a traditional family.)

b. In your opinion, did age determine whether people were traditional or nontraditional?

E-4 Do you think family roles have changed since the early 1900s? How? (Use the information you collected to answer this question.)

E-4 Since the early 1900s, at least four major changes in families have affected male and female roles:
(1) Reduction from an average of four to two children per family;
(2) Increase in number of women working outisde the home;
(3) Increase in educational attainment of family members;
(4) Increase in the rate of divorce.
(Source: The Future of the Family, Series P-23, No. 78, U.S. Department of Commerce, Bureau of the Census, 1978.)

Activity F:
Class wrap-up

Discuss each group's answers to E-2 through E-4.

TEACHER OVERVIEW FOR LESSON 13

Duration: One class period

Purpose: To explore the impact of stereotypes on students' beliefs about appropriate behavior

Student Objectives:

- To identify stereotypes about female and male behavior
- To hypothesize about the impact of stereotypes on people's behavior

Teaching Suggestions:

All levels: All activities

Vocabulary: Stereotypes

Evaluation Activity: None

Special Preparation: For Activity D, you will need to provide students with magazines.

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Stereotypes are beliefs that result from arbitrary assignment of certain roles, abilities, and expectations to people on the basis of group membership, regardless of their attributes as individuals.
- Our society inaccurately stereotypes many different groups of people. For example, typical stereotypes for females are that they are weak, passive, gentle, and emotional; don't want responsible jobs; are natural cooks; and like dolls and quiet play. Typical stereotypes for males are that they are strong, active, and tough; can take care of themselves; and cannot express feelings easily. Blacks are often viewed as being good athletes, good dancers and musicians, and good cooks. Jewish people are stereotyped as being wealthy, college-educated, and cheap. Polish Americans are often stereotyped as having a dull sense of humor, being uneducated, and knowing how to polka. Stereotypes for Mexican Americans are that they are lazy, have big families, and are poor.

Lesson 13: Stereotypes

Activity A:
What are stereotypes?

In the last two lessons you found out about many changes in people's roles in the 1900s. Some roles have changed a lot. But many people's ideas about these roles haven't changed. For example, some people think that females are naturally weak, passive, and gentle. And some people think that males are always strong and active.

These beliefs about roles are called stereotypes. Stereotypes are exaggerated beliefs that everyone in a group is alike.

Are all girls alike? Are all boys alike? People who think that all boys are strong are stereotyping the group boys. People who say that girls act silly are stereotyping the group girls.

As you can see, stereotypes may be true for some people in a group. But stereotypes are not true for all or most of the people in a group.

As a result, stereotypes are often poor ways of looking at reality. Everyone is different from everyone else. And everyone changes during his or her lifetime. Someone may be "silly" at a certain time or age, but very serious at a different time or age.

Unfortunately, stereotypes are powerful. They affect what people believe to be true—about themselves and others. For example, some people think that boys don't cry. Because of this idea, many boys may think they are not supposed to cry. This stereotype may keep some boys from being able at times to express their feelings.

In this lesson, you will examine stereotypes about male and female roles.

Activity B: Exploring stereotypes

Below are two lists of words that describe people's behavior. Study the lists. Think about which words describe girls and which words describe boys.

List A	List B
Friendly	Shy
Gentle	Rough
Gives in	Stubborn
Never cries	Cries a lot
Obedient	Troublemaker
Good-looking	Ugly
Loud	Quiet
Strong	Weak
Neat	Sloppy
Leader	Follower
Adventurous	Careful
Aware of others' feelings	Unaware of others' feelings
Emotional	Unemotional
Active	Passive

Adapted from *Undoing Sex Stereotypes: Research and Resources for Educators* by Marcia Guttentag and Helen Bray. (New York: McGraw-Hill, 1976). Used with permission.

B-1 Using both lists, write five words that you think describe a girl or describe a boy.

B-2 Think about one of the people in the early 1900s you read about in Lessons 7, 8, and 9. Write the person's name (or the title of the story, if the writer wasn't named) and five words that describe that person.

Activity C (discussion): Thinking about stereotypes

C-1 With your classmates, take turns reading the five words you chose in B-1. Everyone should guess whether the person is describing a girl or boy, and tell why.

C-2 Look more closely at a few words in each list. For each word, say who you think of first: a girl or a boy.

a. Is it true that all boys or girls behave this way?

b. Is it a stereotype? Why or why not?

C-3 Did the class use stereotypes to describe girls or boys in B-1?

C-4 How can stereotypes affect the actions of boys and girls? Do stereotypes limit people in any way?

C-5 Are stereotypes fair? Why or why not?

C-6 Discuss your answers to B-2. Were stereotypes about females and males true for people in the early 1900s?

C-7 From the list of words on the preceding page, choose five characteristics that you would like everyone to have. What would a person with these characteristics be like?

C-2 Words which stereotype boys include: rough, stubborn, trouble-maker, loud, strong, sloppy, leader, adventurous, unaware of others' feelings, unemotional, active.

Words which stereotype girls include: gentle, obedient, quiet, weak, neat, follower, careful, aware of others' feelings, emotional, passive.

C-3 By comparing students' words with the stereotypes listed above, one can see whether students mixed "male" and "female" attributes in their description, or students used all stereotyped words for either boys or girls. You may also have students compare the degree of positiveness of the words used to describe boys or girls. Research indicates that adjectives used to describe females are often less socially desirable than those used to describe males (Broverman et al. 1970, pp. 1-7).

In actuality, for each characteristic, a wide range of individual differences exists (Maccoby and Jacklin 1974). For example, while some boys may be more active or more sloppy than some girls, not all boys are more active or sloppy than most girls.

C-4 Because of these beliefs about appropriate behavior, boys and girls often do not develop their individual talents and personality strengths or engage in certain activities they might enjoy. For example, a boy may be interested in interior decorating, but be discouraged from developing this interest.

C-5 Stereotypes are not fair because they deprive people of access to basic values: feeling good, affection and friendship, skill, recognition and respect, wealth, responsibility, knowledge, and power (see lessons on values in Decisions and You). For example, if all girls are expected to be followers, they are denied the benefits of respect and recognition granted to leaders.

C-6 People in many of the stories about life in the early 1900s illustrate nonstereotyped roles of females and males. Grace Fairchild actively worked and managed much of the family's farm operation in South Dakota. Grandpa was a nurturing man who expressed his emotions in taking care of other family members.

Therefore, just as stereotypes are not accurate for today's world, they were not accurate in the past.

Activity D: Roles shown in the media

Look at several television shows, commercials, or magazine advertisements.

D-1 Make a list of the roles and personality characteristics of males and females that you see.

D-2 Which roles seem like real life? Which roles seem like stereotypes? Why?

D-3 Which roles do you admire the most? Why?

TEACHER OVERVIEW FOR LESSON 14

Duration: One or more class periods

Purpose: To introduce students to work roles of women in the 1970s and 1980s

Student Objectives:

- To examine myths and realities about women in the labor force
- To generate hypotheses about why people believe myths about women in the labor force

Teaching Suggestions:

Level 1: Activities A and B

Levels 2 and 3: Activities A and B; any or all of the following: Activities C, D, and E

Vocabulary: No new words

Evaluation Activity: None

Special Preparation: For Activity E, you will need to provide students with magazines.

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- A large percentage of women work outside the home.
- Women are stable, effective, responsible workers who most often work because of economic need.

Lesson 14: Women in Work Roles

Activity B (discussion): Myth or reality?

What kinds of work roles do the women of today have? Before we find out, read the following true-false statements. Write T if you think the statement is true and F if you think the statement is false.

A-1 Fewer than half of all adult women work outside the home during their lifetime.

A-2 The main reason most women work is to earn extra money to buy luxury items.

A-3 Women miss more work days because of sickness than men do.

A-4 Women are more likely to quit their jobs than men are.

A-5 Married women who work outside the home take jobs away from men.

A-6 Women are qualified to do only "women's jobs" and shouldn't compete for "men's jobs."

A-7 Women don't want difficult work, heavy responsibilities, or promotions on the job.

A-8 Unless women stay home, their children will probably become juvenile delinquents.

A-9 Men don't like to work for women bosses.

Now check your answers according to the information below. Record how many of your answers were correct.

A-1 False

Myth: A woman's place is in the home.

Reality: Besides working inside the home, nine out of ten women work outside the home at some time in their lives.

Homemaking in itself is no longer a full-time job for most people. Goods that used to be homemade can now be purchased. Modern appliances reduce housework.

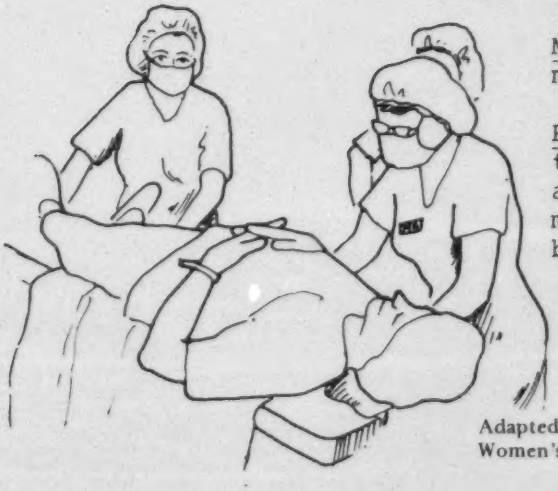
A-2 False

Myth: Women aren't serious members of the labor force. They work only for extra pocket money.

Reality: Today, more than half of all women between ages 18 and 64 are in the labor force.

More than half of these women work to provide money for basics like food and housing. They are single, widowed, divorced, or separated. Or they have husbands whose incomes are less than $7,000 a year (poverty level in 1974).

A-3 False



Myth: Women take sick leave more than men. They cost the company more.

Reality: There is little difference in the number of days male and female workers are absent. One study shows that both men and women are absent an average of between five and six days a year.

Adapted from "The Myth and the Reality," U.S. Department of Labor, Women's Bureau, 1974.

A-4 False

Myth: Women don't work as long or as regularly as men. Their training is expensive—and largely wasted.

Reality: Fewer and fewer women leave their jobs to marry and/or have children. But even of those who do leave, many return to work when their children are in school.

The average female worker is in the labor force for 25 years. The average male worker is in the labor force for 43 years. Single women average 45 years in the labor force.

A-5 False

Myth: Married women who work outside the home take jobs away from men. In fact, they should quit those jobs they now hold.

Reality: There are enough jobs for both women and men. The problem is finding people qualified for the jobs. If no married women worked, there would still be 17.3 million jobs unfilled.

A-6 False

Myth: Women are qualified to do only "women's jobs" and shouldn't compete for "men's jobs."

Reality: Almost all jobs can be done by either men or women. Tradition—not the ability to do the job—has caused people to label certain jobs as women's and others as men's.

A-7 False

Myth: Women don't want responsibility on the job. They don't want promotions or job changes that will add to their work load.

Reality: Women handle jobs requiring responsibility as well as men do. In 1973, 4.7 million women held professional and technical jobs. Another 1.6 million women worked as managers and administrators. Many others held jobs as supervisors in offices and factories.

A-8 False

Myth: The employment of mothers leads to juvenile delinquency.

Reality: Studies show that many facts must be considered in the search for causes of juvenile delinquency. Whether or not a mother is employed does not cause children to become delinquent.

These studies show that the quality of care is more important than the amount of time spent. In other words, the amount of time parents spend with their children is not as important as the way the parents treat children when they are with them.

A-9 False

Myth: Men don't like to work for women supervisors.

Reality: Most men who complain about women supervisors have never worked for a woman.

In one study, at least 75 percent of both the males and the females had worked with women managers. Their evaluation of women managers was good.

In another study, 41 percent of the firms said that they hired women managers. None rated women as poor managers, 92 percent rated women as average managers, and 8 percent rated women as superior managers.

Activity B
Class wrap-up

B-1 Were you surprised by any of the answers in Activity A? If so, which ones?

B-2 Many people believe the myths about women workers rather than the truth. Why do you think this is so?

B-3 Think of some adult women you know. How are they like the women described in this lesson? How are they different?

B-4 a. What is your opinion about women working today?

b. Do the boys in your class seem to have different attitudes than the girls? Explain.

c. Has your opinion about working women changed since the beginning of the lesson? If so, how?

B-2 They are misinformed. Most schools do not teach about women working. Television and textbooks still portray women more often in passive roles than in active work roles.

Other people have strong traditional views about the role of women and think that women should not work, that women are unsuited for certain kinds of jobs, or that women are incapable of supervising men.

Many times these beliefs are based on stereotypes about what women are like and ignore the reality that both women and men have many different kinds of abilities and personality characteristics.

Activity C:
Describing women's work roles

Write a paragraph describing the work roles of women today. How are they alike and/or different from those in the early 1900s? (Think back to Lessons 7, 10, and 11.)

Activity D:
Descriptions on television

Look at several television shows. Notice the roles played by women. Do they show the reality that over 50 percent of women work? Do they show myths about women's roles? Are women pictured fairly?

Write a report on your findings. Include anything you would like to see changed about how females are shown on television shows.

Activity E:
Making a collage

From pictures in magazines, make a collage of women in nontraditional work and family roles.

TEACHER OVERVIEW FOR LESSON 15

Duration: One or more class periods

Purpose: To introduce students to some myths about roles of men today

Student Objective:

- To examine stereotypes and realities concerning men's roles

Teaching Suggestions:

Level 1: Activities A, B, and C

Levels 2 and 3: Activities A, B, and C; any or all of the following: Activities D, E, F, and G

Vocabulary: No new words

Evaluation Activity: None

Special Preparation: For Activity G, you will need to provide students with magazines.

Background:

The following is the main point of the lesson. Make sure to emphasize it as often as appropriate.

- In contrast to stereotypes about males, many men express feelings and enjoy taking care of children. They do not "act tough," hide their emotions, earn "big bucks," or need to "win at any cost."

Lesson 15: Men's Roles Today

Activity A: Show of hands

Your teacher will read the following true-false statements one at a time.

If you think the statement is true, raise your hand. If you think the statement is false, show thumbs down. If you don't know, fold your arms.

Vote according to what you think is true, not according to what you think others will say. These statements will be discussed later in class.

A-1 Men do not feel as many emotions as women do.

A-2 Men hate to lose in any kind of competition.

A-3 Men do better at most jobs than women do.

A-4 It is important for a husband to earn more money than a wife.

A-5 Men can work and have time to take care of children, too.

A-6 Men don't like to work for female bosses.

A-7 Men don't know how to take care of children.

A-8 Men don't enjoy cooking.

A-9 Men enjoy being tough.

A-10 Men cope with pressure better than women do.

A-11 Husbands don't like having wives who work outside the home.

A-12 Men live as long as, or longer than, women do.

A-13 Men don't need to talk with people about their problems.

A-14 It's harder for men than for women to take care of children.

Activity B:
Some information about men

The following Men's Gazette was written about actual men. They are expressing their feelings about many things. Read the Gazette. Then be prepared to discuss the true-false statements in Activity A.

Men's Gazette

Missing My Children

"I feel sad when I leave my young children at home every morning. Some days I don't get home in time to see them before they go to sleep. I do not believe my job as an accountant is more important than talking with my children every day. I miss them very much."

Equal Family Roles

"I find many men don't appreciate what their wives do. But in our family we both work outside the home. And we share the cooking and housework.

"Our children know that we believe in equality. They can see this in our marriage."

Monday, May 3 Page 2

Acting Tough—Where Does It Get You?

Studies show that people who hide their feelings are more likely to become ill than those who express their emotions. In other words, people can physically harm themselves by "keeping it all in" and "trying to act tough."

Learning the Work of Love

"It's two o'clock Sunday morning. At last I'm able to sink into a dead sleep for the first time in 24 hours. My wife is out of town and won't be back for three days. I'm taking full-time care of our baby.

"Finally, I'm lost in a blissful sleep. I'm dreaming about tropical birds on a desert island. Suddenly, the noise of the birds sounds like a baby crying. Within seconds, I wake up, jump to my feet and find my way to the baby's crib.

"I ask him what's wrong. As his eyes open, he stops crying, smiles, and falls back to sleep. Maybe it's only his stuffed-up nose again. His diaper isn't wet. The crib sheet is dry. He doesn't want a bottle. His forehead isn't hot.

"As I leave to go back to bed, I notice that the box of disposable diapers is almost empty. I make a note to shop for some tomorrow. Finally, I rinse out the bottle I'll need for the morning feeding. Then I tumble back to bed."

* * * * * * * *

"Nowadays, it is more common to find some men caring for children.

"I feel that it is both tiring and rewarding to be deeply involved in the care of another, miraculous human being. But the hours of work that go into one moment of reward are worth it. I would not want to miss these moments—as when my child says a new word for the first time.

"It is very important for children to learn that men as well as women can care for them. Our child Blake is now in fourth grade. He loves to take care of younger children. This is because his earliest memories include not only a mother but also a father. It's what a real man—like his father—does."

Adapted from Kenneth Pitchford, "The Manly Art of Child Care," *Ms.* (Oct. 1978), p. 96.

Item: Who Lives Longer?

Recent studies show that the average man lives to be 67 years old. The average woman lives to be 75 years old.

Monday, May 3 Page 4

What Marriage Means to Men

"My wife is smarter than I am and a little older than I am. She is more careful, too. When we go mountain climbing, she is the one who checks the weather, water supply, and so on."

* * * * * * *

"I used to believe that a man must always hide his feelings. My wife was the one person who wouldn't let me do that. She helped me express my emotions. I'm happier now that I don't have to act like a masculine tough guy."

* * * * * * *

"We had a baby last year. This gave me feelings I never had before. Sure, I miss running out to a movie whenever I want. But giving my daughter a fifteen-minute bath every night makes up for everything I'm missing. It's rough work being a husband and father, but it's the best job I ever had."

* * * * * * *

"My wife changed me into a human being. She led me admit to myself that I had a great deal of love. Now I don't feel like I have to act like a crazy man all the time. And the important word there is act."

Adapted from John Mariani, "What Marriage Means to Men," *Ladies Home Journal* (Nov. 1978).

Page 5 Monday, May 3

How Husbands Help Working Wives

"He simply took over," Eve says about her husband. Eve is in law school, and her husband is glad she is getting her law degree.

"Every time I started to clean something, he took over. Before I knew it, he was doing the cooking and some of the housework."

Another working woman, Sally, says her husband understands that her job is important. "He doesn't ask for too much of my time. And he listens to my problems."

Sherry is a vice-president of legal operations in a large store. She says, "Sometimes I can't get out of a meeting until 7:00 in the evening. But my husband doesn't make me feel guilty. He just says he's sorry. He sees that I'm a professional, not his possession."

Adapted from Letty Cottin Pogebrin, "How Husbands Help Working Wives," *Ladies Home Journal* (Feb. 1979), p. 106.

Activity C (discussion): Myth or reality?

C-1 Discuss each of the true-false statements at the beginning of the lesson. What new information did you find out about each one?

C-2 These statements may be true for some men, but they are not true for all men. They may also be true for some women.

C-2 Are most of these statements true for all men? Most men? Some men? Some women?

C-3 Because A-1 through A-14 are common but inaccurate beliefs about a group of people, they are stereotypes. Some men are different from each of the statements.

C-3 Which of these statements are based on stereotypes about men? Explain.

Activity D: Real lives

Interview several adult men who have children. They can be teachers, school administrators, or friends. Write a report on what you find out, or present your findings to the class. Ask the men the following questions:

D-1 Do you enjoy spending time with your children?

D-2 What activities do you enjoy doing with them?

D-3 Do you enjoy talking with your children? What do you talk about?

D-4 Do you help solve your children's problems? Give examples.

D-5 How much time do you spend with your children?

D-6 Would you like to have more time to spend with your children? If so, what would you give up if you could?

Activity E:
Changes in men's roles

Write a paragraph about changes in men's family roles since the early 1900s.

Activity F:
Men's roles on television

Look at several television shows. Notice the roles played by men. Do they show the stereotypes of "act tough," "win at any cost," and "stay away from women's work"?

Write a report on your findings. Do you think the television characters express reality? Why or why not? How would you like to see the roles of men on television changed?

Activity G:
Making a collage

From pictures in magazines, make a collage of men in nontraditional work and family roles.

TEACHER OVERVIEW FOR LESSON 16

Duration: Two or more class periods

Purpose: To give students an opportunity to examine their attitudes about the roles of females and males

Student Objectives:

- To identify personal attitudes about the behavior of females and males
- To analyze the sources of these attitudes and determine their fairness

Teaching Suggestions:

Level 1: Activities A, B, C, or D; Activity E

Levels 2 and 3: All activities (Activity F, optional)

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: Values, value judgments, traditional values, nontraditional values

Evaluation Activity: None

Special Preparation: You will need to provide each student with a copy of questions A-1 through A-10 and F-1 to facilitate interviews.

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

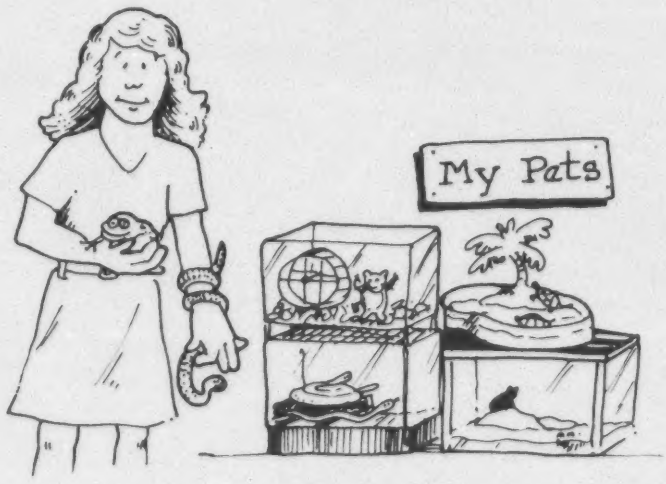
- Traditional value judgments are based on beliefs about distinct differences between males and females, beliefs that were common in the past. Traditional beliefs presuppose little change.
- Nontraditional value judgments are based on beliefs that there are few innate differences between males and females, beliefs that are supported by current research. Nontraditional beliefs presuppose change.

Lesson 16: What Are Your Attitudes about Roles?

Activity A: Value judgments about roles

So far in this unit you have studied about women's and men's roles in the past and present. You learned that men and women have many different work and family roles. You also found out that stereotypes fail to show individuals in their varied roles and that they prevent clear thinking about choices.

In this lesson, you can begin thinking about your own roles and making decisions about them.



Which of the decisions listed below are important to you? (Notice that some of these decisions concern your role as student, others your role as friend, and others your future work role.)

- Whether or not to work for good grades
- What clothes to wear
- What friends to have
- How to make yourself more popular
- What hobbies to have
- What job to plan for when you finish school
- Others

Before you can make good decisions about your roles, you must do two things. First, you need to look at the facts you've discovered in this unit. Second, you need to think about your values (what is important to you) and value judgments (what you think people should do).

To find out your values about male and female roles, read the following statements. For each one, show whether you agree, disagree, or are not sure.

A-1 Women should not be hired for jobs such as truck driver or medical doctor. These are "men's jobs."

A-2 Men should not be hired for jobs such as nurse or typist. These are "women's jobs."

A-1 Traditional

Advantage: preserves status quo

Disadvantage: potentially deprives women of any or all of the values listed in B-2

Nontraditional

Advantage: allows women access to higher-paying and more satisfying jobs than those traditionally held by women

Disadvantage: upsetting to some people to see women in unfamiliar roles

A-2 Traditional

Advantage: preserves status quo

Disadvantage: potentially deprives men of access to most of the values in B-2

Nontraditional

Advantage: allows men to pursue a wide range of job possibilities for which they may be suited

Disadvantage: requires people to change the status quo, under which men usually have not sought these jobs

A-3 Women should not work outside the home if they have small children.

A-4 Most secretaries should be women.

A-5 Fathers should take care of children just as mothers do.

A-6 Girls should play quiet games and not get involved in rough sports.

A-7 At home, men should share cooking duties.

A-8 Boys should be able to play with dolls so they can pretend that they will be fathers one day.

A-9 Most bosses should be men.

A-10 A woman should not earn as much money as her husband does.

Now compare your answers with those below to see if your values are mostly traditional or nontraditional. Mark N or T by each of your answers according to the code below. Mark ? if you were not sure.

	Nontraditional (N)	Traditional (T)
A-1	Disagree	Agree
A-2	Disagree	Agree
A-3	Disagree	Agree
A-4	Disagree	Agree
A-5	Agree	Disagree
A-6	Disagree	Agree
A-7	Agree	Disagree
A-8	Agree	Disagree
A-9	Disagree	Agree
A-10	Disagree	Agree

A-3 Traditional

Advantages: children may have better care from a mother at home; women may be happier at home with children

Disadvantage: deprives women of the opportunity to work for economic or personal need; puts pressure on the husband to provide for family

Nontraditional

Advantages: provides women an opportunity to work outside the home if they want or need to; recognizes that the quality of child care (by both parents) is more important than the quantity

Disadvantages: not enough time to do household tasks, including child care; child care facilities may be inadequate or too expensive

A-4 Traditional

Advantage: preserves status quo

Disadvantage: deprives men of encouragement to pursue a potentially satisfying career

Nontraditional

Advantages: provides both men and women a chance to be hired; enables women to seek a variety of other jobs (with more opportunities for higher pay and promotions than a secretarial position)

Disadvantage: requires change in many people's notions of what is appropriate for men and women

A-5 Traditional

Advantage: supports belief that men are not capable of nurturing children

Disadvantage: deprives men of the satisfaction of child care, and possibly prevents development of a close bond between father and child

Nontraditional

Advantages: avoids disadvantages of traditional view; gives mothers more choice in work and family roles

Disadvantages: requires fathers to change their work roles and expectations; mothers may not like father's participation

Notes for A-6 through A-10 are on page 136.

Traditional values are based on the belief that there are very important differences between males and females. These differences affect the roles of males and females. Traditional values have been popular for many centuries.

Nontraditional values are based on the belief that most differences between females and males are learned. These beliefs suggest that females and males should learn new roles from one generation to another.

A-11 In which group did most of your answers fall?

A-12 Write a paragraph to explain why your answers were mostly traditional, nontraditional, or not sure. Include how you think your attitudes have been influenced (by friends, family, school).

Activity B (discussion): Values in your class

B-1 See Teacher Overview for Lesson 16.

B-2 As presented in the unit Decisions and You, fair decisions do not deprive other people of access to what is important to them. In our society, most people value mental health and happiness, information, skill, respect and recognition, friendship and affection, power, wealth, and responsibility. In trying to be fair, one often has to choose between two or more conflicting values.

B-1 As a class, tally the number of traditional, nontraditional, and not sure answers. You may want to compare the responses of girls and boys.

B-2 What do the results say about the value judgments of your class?

B-3 Discuss the advantages and disadvantages of the value judgments in Activity A. Which ones are fair? Why?

Activity C: Looking back

In Lesson 5 you made a list of things you would not do because you are a boy or because you are a girl. Look at those lists again.

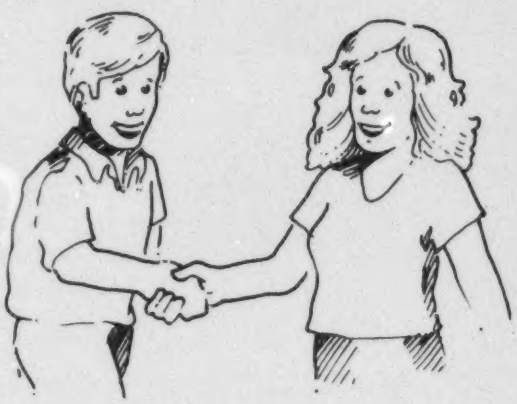
C-1 Do you wish to add or remove anything from the list? Why?

C-2 Make two new lists—one for females and one for males. On these lists write everything you think males or females can do and should be allowed to do. (This doesn't mean that they have to do it.)

C-3 Are your lists different for boys and girls? Why or why not?

C-4 How should people make decisions about their actions?

C-4 Please refer to teacher's notes in Decisions and You, Lessons 3, 4, and 5.



Activity D: New value judgments

In Lesson 5 you wrote a paragraph about the advantages and disadvantages of being a girl or boy. Reread your paragraph.

D-1 Have any of your opinions changed since then? If so, what are they?

D-2 Write a new paragraph about either males or females. What do you see now as the advantages and disadvantages for the group you chose?

D-1 Research indicates that males are generally more traditional than females in their attitudes, older people more traditional than younger people, and nonworking women (and their husbands) more traditional than working women (and husbands with working wives).

Activity E:
Class wrap-up

Discuss your answers for Activities C and D.

Activity F:
What attitudes do others have?

F-1 Copy the questionnaire in Activity A. Poll at least five adults you know (parents, friends, neighbors). Note the following information for each person:

Sex _____

Parent (not necessarily yours): Yes _____ No _____

Age _____

Occupation _____

Number of traditional responses _____

Number of nontraditional responses _____

F-2 Record the number of traditional and nontraditional responses for each person. (Make sure to keep the questionnaires.)

F-3 As a class, compile the total responses by comparing categories of adults who were polled:

- Females and males
- People over 40 and people under 20
- Women who work outside the home and those who do not
- Men who take care of children in the home and those who do not

F-4 Are there differences in responses among these groups? If so, what are they?

F-5 How do the responses of the people you polled compare with the class's responses? Are they similar? Different? Why?

Activity G: Choosing to stay home or go to work

How should a person choose whether to work at home or work outside the home?

Write a paragraph pretending you are a father or a mother. Choose whether to work at home or outside the home. Say why you made your choice. Include the advantages and disadvantages of your decision. In other words, write what you gain and what you lose by making this decision.

Additional Answers for Activity A, Lesson 16 (pg. 131)

A-6 Traditional

Advantage: prepares girls for passive adult roles and protects them from harm

Disadvantage: deprives girls of choice and limits development of physical fitness

Nontraditional

Advantage: enables girls to express a wide range of options in choosing their play activities which would reflect a wide range of individual differences

Disadvantage: may be upsetting to people who believe that girls should act according to the stereotypes about female behavior

A-7 Traditional

Advantage: relieves men of the task of cooking dinner after a hard day at work

Disadvantage: places task of cooking entirely upon wife, who has also had a hard day at work (at home or at the office)

Nontraditional

Advantage: would make cooking duties dependent upon the person who had the time or who liked to cook, or would provide for the sharing of a sometimes undesirable task

Disadvantages: would require that men learn how to cook; would necessitate that women share the kitchen

A-8 Traditional

Advantage: may confuse boys in knowing their traditional role

Disadvantage: would deprive boys of many values associated with doll play and taking care of other people

Nontraditional

Advantage: would enable boys to learn to enjoy taking care of children in the event that they become fathers

Disadvantage: upsetting to people with traditional values

A-9 Traditional

Advantage: maintains status quo in which men have greater power positions than women

Disadvantages: deprives women of values associated with positions of authority; deprives society of talents of women in this area

Nontraditional

Advantage: provides more opportunities according to a person's capabilities and interests, rather than according to the person's sex

Disadvantage: upsetting to some people who do not like the idea of having a woman superior

A-10 Traditional

Advantage: supports the belief that men should be more dominant than women

Disadvantage: perpetuates the situation that a greater proportion of women than men live in poverty

Nontraditional

Advantages: women would have more choices in relation to work and marriage (at present they average 57 percent of the salary of men); salaries for traditionally female jobs might increase

Disadvantage: may result in traditional men feeling threatened by the power inherent in increased earnings of women

TEACHER OVERVIEW FOR LESSON 17

Duration: One or more class periods

Purpose: To give students the opportunity to make decisions about roles

Student Objective:

- To act out a role based on personal values and attitudes

Teaching Suggestions:

Level 1: Activity A, orally; Activities B, C, and D

Levels 2 and 3: All activities

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: No new words

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- People act out their real-life roles based on their self-concepts (often affected by stereotypes) and on their values.
- People can change the way they define and act out roles by getting new information and by changing their values.

Lesson 17: Defining Roles Fairly

Activity A: Summary of roles

In this unit, you've discovered a lot about roles. You've found out that:

- Roles are the sets of actions that society expects of people in certain situations.

- Our culture helps define our roles. For example, in our culture, boys are often taught to be more aggressive than girls.

- Stereotypes limit our freedom by stating who can play certain roles and how those roles should be played. For example, many girls would enjoy being involved in team sports. But our society has stereotyped girls as being weak or passive. As a result, girls often lose interest in being strong and active.

Which person shown below is limited by a stereotype?

- You can change your roles. If you don't think stereotypes are fair, you can take action. For example, you may think that it doesn't make sense to tell girls they can cry and boys they can't cry. In this case, you can take action. Either stop making fun of boys who cry or, if you are a boy, say that you have the right to cry.

Why should you think about defining your roles in the ways you want? Well, for one thing, as you gain more and more information, you'll probably discover ways to improve your roles.

For example, studies show that crying is a healthy, natural activity. People who can't express emotions are probably more likely to have health problems. This knowledge may help you decide that acting tough is not important.

You may realize that girls and boys often lose out if they follow stereotyped roles. Studies show that often people who need and want to work are not prepared to work in the best possible job. The reason may be that they haven't obtained enough education. Or they may not have obtained an education in a field that pays well. As a result, they get trapped in low-paying, low-responsibility jobs.

You probably don't want to get trapped. Instead, you may want to become more active and independent. You may want a career so that you can support yourself and your family. You may also want a career that you enjoy.

In the next three or four days, you will have an opportunity to make decisions—and take action—about your roles.

Activity B: Acting out roles

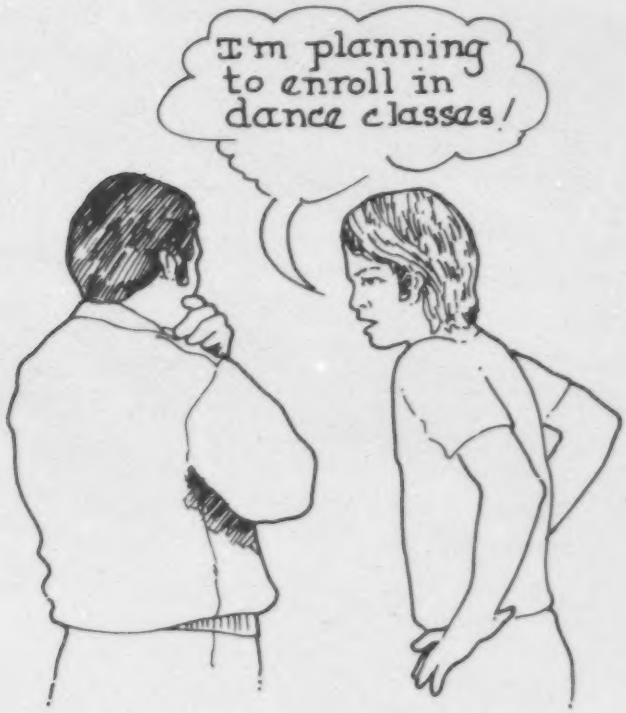
Read the eight scenes on the following pages and choose one scene to act out.

Choose a partner. Some scenes require a girl and a boy. Other scenes require two girls or two boys.

B-1 With your partner, write a one-page conversation to use in acting out the scene. As you write your script, think about the information you have learned in this unit and about your values toward males and females.

B-2 With your partner, perform your scene in front of the class or a small group.

Scene 1: A young man tells his father that he is going to drop out of law school and become a ballet dancer.



Scene 2: A woman is bored with staying home. She and her husband have two children. She tells her husband that she is going to get a job.

Scene 3: A girl is going to get married in two weeks. She tells her future husband that she is planning to keep her own name when they marry.

Scene 4: A girl is talking to the school counselor. The girl says that she wants to prepare to be a scientist.

Scene 5: A woman is being considered by her male boss for a promotion to manager. The new job means that she will have to inspect oil rigs in North Africa.

Scene 6: A man goes to his doctor and learns that the doctor is not in the office. The receptionist tells him that he can see another doctor, a woman, in the same office.

Scene 7: A girl enjoys basketball. She tells her boyfriend that she is going to try out for the school basketball team.

Scene 8: A girl and a boy are on a dinner date. It is time to pay the check. The girl wants to pay half.

Activity C (discussion): Were your conversations fair?

Answer the following questions for each scene.

C-1 Scene 1: father and son
Scene 2: husband and wife
Scene 3: fiancé and fiancée
Scene 4: student and counselor
Scene 5: boss and employee
Scene 6: receptionist and patient
Scene 7: girlfriend and boyfriend
Scene 8: male date and female date

C-2 See definition of traditional and nontraditional in Lesson 16.

C-3 Variety of answers

C-4 Variety of answers

C-1 What was each person's role?

C-2 How did each person define that role? Was it traditional or nontraditional? Explain.

C-3 How did you feel in your role? Why?

C-4 Were the people in each conversation fair to each other?

Activity D: Switching roles

Repeat Activity B, but this time exchange roles with your partner. Act out the scene again. Then discuss these questions in small groups or with the class.

D-1 How did you feel in your new role?

D-2 Which role seemed most comfortable for you? Why?

TEACHER OVERVIEW FOR LESSON 18

Duration: Two or more class periods

Purpose: To give students an opportunity to think about their future family and work roles

Student Objectives:

- To fantasize about one's personal future, and compare the fantasies with personal beliefs about actual potential
- To bring fantasies and skills together by setting realistic goals

Teaching Suggestions:

All levels: All activities

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: Self-concept

Evaluation Activity: Activity F (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- People's values and self-concepts help determine their choices and definitions of roles.
- People's self-concepts are often self-limiting.
- People's aspirations often differ from their expectations.
- People can have control over their future by setting realistic goals early and focusing on those goals.

Lesson 18: Your Work and Family Roles in the Future

Activity A: Your self-concept and values

Your values and your self-concept (your view of yourself) help shape your life. That is, they help determine what roles you choose and how you define them.

171

You can use new information in changing your values or your self-concept. Has the information in this unit changed your self-concept or your values in any way? To find out, answer the following questions.

Activity A: As students work on A-1 through A-3, circulate to help them relate the question to male-female issues in this unit.

A-1 Do you feel that you now have more choices in deciding your future work roles? Explain why or why not.

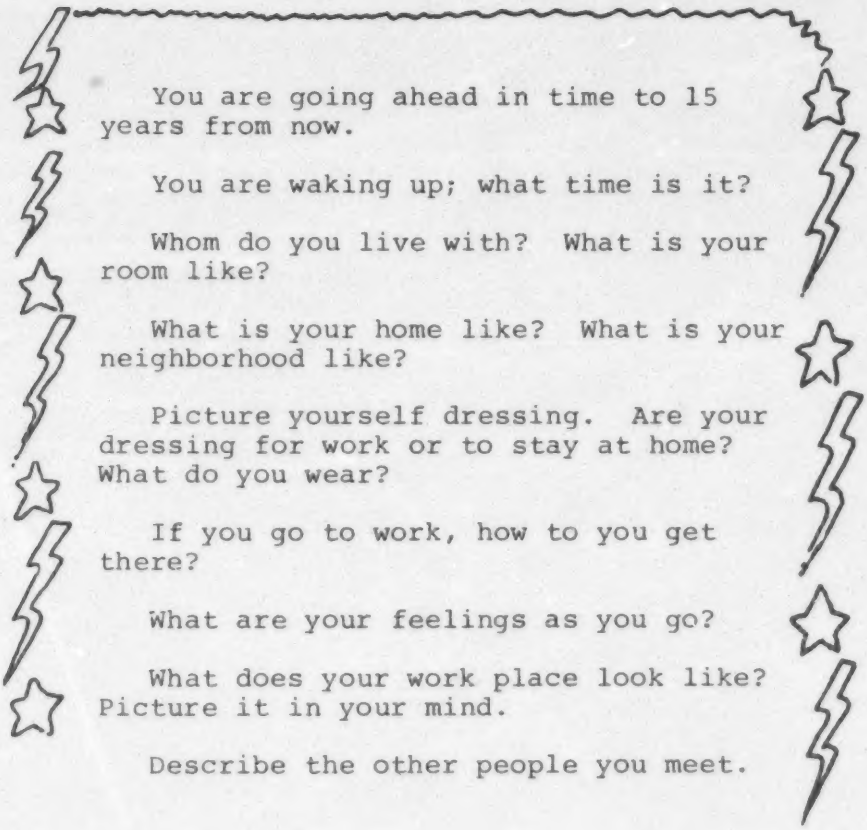
A-2 Do you feel that you now have more choices in deciding your future family roles? Explain why or why not.

A-3 Have you changed any of your values as a result of the information in this unit? Explain.

Activity B:
A fantasy future

B-1 Close your eyes and relax. Try to block out the rest of the world. When you are totally relaxed, your teacher will read you a "fantasy." As it is read, let your mind wander to your life 15 years from now.

Activity B: Wait until the class is quiet and relaxed to read the fantasy. Read it slowly, leaving a few seconds between questions so that students have time to envision answers.



You are going ahead in time to 15 years from now.

You are waking up; what time is it?

Whom do you live with? What is your room like?

What is your home like? What is your neighborhood like?

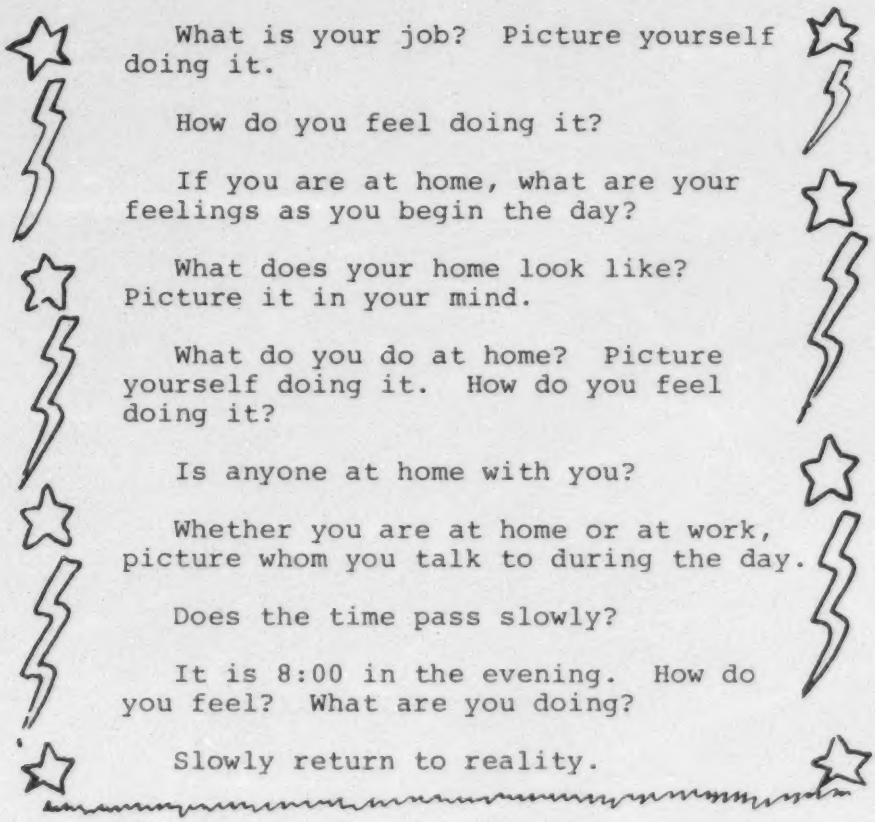
Picture yourself dressing. Are your dressing for work or to stay at home? What do you wear?

If you go to work, how to you get there?

What are your feelings as you go?

What does your work place look like? Picture it in your mind.

Describe the other people you meet.



What is your job? Picture yourself doing it.

How do you feel doing it?

If you are at home, what are your feelings as you begin the day?

What does your home look like? Picture it in your mind.

What do you do at home? Picture yourself doing it. How do you feel doing it?

Is anyone at home with you?

Whether you are at home or at work, picture whom you talk to during the day.

Does the time pass slowly?

It is 8:00 in the evening. How do you feel? What are you doing?

Slowly return to reality.

Adapted from *Changing Learning, Changing Lives* by B. Gates, S. Klaw and A. Steinberg; Copyright © 1979 by The Group School; reprinted by permission of The Feminist Press, Box 334, Old Westbury, NY 11568; p. 190.

B-2 Discuss in class what you saw and felt during your fantasy. What were your family roles? Work roles?

B-3 Do you want to change any of the things you saw and felt?

Activity C:
Evaluating your skills

Most people have many different skills and interests—but they may think they have only a few. If you fall for all the social and other stereotypes, you may limit yourself unfairly and not explore all of your skills and interests.

C-1 To find out more about your own skills, think of five things you've done that you feel good about. Examples are cooking a dinner, building something, or making friends.

C-1 Circulate to help students think of accomplishments, tasks, and skills.

C-2 Choose one of the five activities you listed to use in filling in a chart like the one below.

To fill in the tasks, think of all the things you had to do to complete the activity. (Examples might be buying a bolt, painting, or using a screwdriver.)

To fill in the skills, think of the characteristics you needed to carry out each task. (Examples might be imagination, determination, warmth or gentleness, or the ability to compare costs.)

Tasks Involved	Skills Necessary
1.	1.
2.	2.
3.	3.
4.	4.

C-3 What skills do you have that you did not realize you possessed?

C-4 Students may need help relating their skills to particular jobs. You can probably provide enough basic information about jobs so students can work with the question.

C-4 Which of your skills could be used for a job in the future? What job?

Activity D: Goal setting

D-1 List at least four jobs that you would like to have. Rank-order the jobs from most liked to least liked. What do you like about each job?

D-2 List at least four jobs that you realistically can see yourself having in 15 years. Is this list like the list you made for D-1? If not, why not?

D-3 List at least four things that you want to accomplish in your life.

Activity E: Class wrap-up

E-1 Discuss your answers for Activities C and D.

E-2 How can you get the things you want?

E-3 Do you feel you have very much control over your future? If not, why not?

E-4 What can you do to feel you have more control?

E-2 You can get what you want by setting realistic goals and focusing on them until you reach them.

E-3 If students don't know many facts about the present, or feel out of control in the present, they will probably feel little sense of control over the future. In order to feel more control, students must accumulate as much information as they can, forming a concrete sense of reality; think carefully about their values; and make decisions about present and future goals.

Activity F: Flight check

F-1 List at least five positive things about yourself.

F-2 List three roles you would like to have in the future. For each one, tell what skills you will need to be successful in that role.

TEACHER OVERVIEW FOR LESSON 19

Duration: Two or more class periods

Purpose: To give students an opportunity to make group decisions about equal treatment of females and males in school or the community

Student Objective:

- To use group participation skills, especially observing and supporting, in making group decisions about equal treatment of females and males in school or the community

Teaching Suggestions:

Level 1: Activities A, B, and C, orally

Levels 2 and 3: All activities (Activity D, optional)

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: Citizen, socialization, Title IX

Evaluation Activity: None

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Group decisions can be made through use of the participation skills of observing, supporting, proposing, mobilizing, doing a cost-benefit analysis, organizing, bargaining, rule making, and voting.
- Discrimination occurs when people are not treated equally or with equity.
- Title IX of the Education Amendments of 1972 requires that "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Note: This lesson and Lesson 20 involve active participation by your students in their school or community. For the lessons to be successful, you must create a climate of support. If you or your principal believe that the use of participation skills for these activities is not appropriate in your school, optional activities are included as possible substitutes.

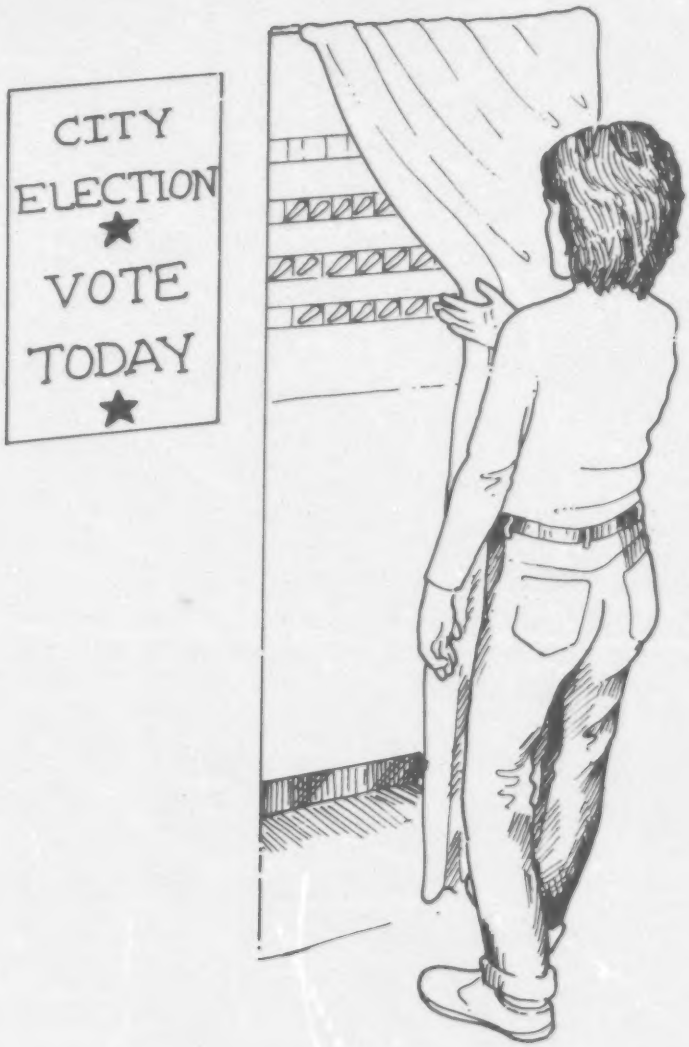
Lesson 19: Decisions about Your School or Community: Observing and Supporting

Activity A: Introduction to group decisions

In the last lesson, you made some decisions about your individual role as a female or male. In this lesson, you can make some group decisions that affect you and others in your school or community.

Your role in these decisions will be that of citizen. A citizen is someone who helps make decisions that affect the public. People who vote are citizens, since they help to choose leaders in the schools, in the community, or in government. Teachers, principals, and school administrators are citizens because they influence your education and the rules you follow.

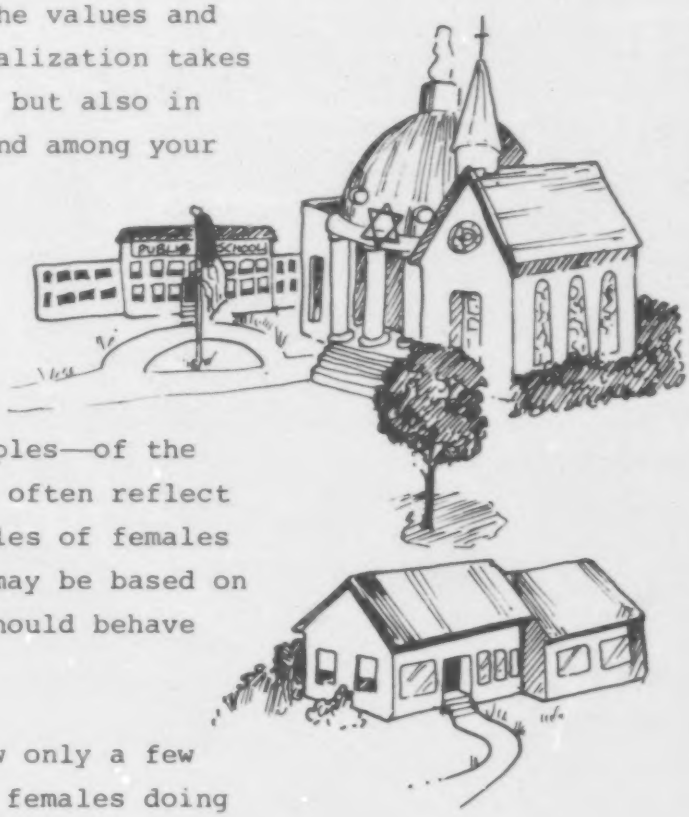
In this lesson and in Lesson 20, you will have an opportunity to observe some decisions made by citizens in your school or community. These decisions are decisions about group rules.



First, you will determine whether or not certain group rules are different for males and females. Second, you will decide what action, if any, is needed to improve the fairness of these rules. Finally, you will try to carry out that action.

Activity B:
How are boys and girls treated in your school?

In public schools, students learn a lot about their roles—as students and as females or males. This learning is called socialization. That is, this learning shows the values and beliefs of your society. Socialization takes place not only in your school, but also in your family, in your church, and among your friends.



Schools are models—small examples—of the larger American society. They often reflect traditional ideas about the roles of females and males. Many school rules may be based on the idea that girls and boys should behave differently.

For example, textbooks may show only a few women in history or only a few females doing math problems. Boys and girls may be expected to take different courses in physical education, home economics, or shop. Girls and boys may be counseled to take different courses and prepare for different careers. Also, girls may have fewer after-school sports to play than boys. Girls may not have as much equipment to use or as many coaches.

Rules for the behavior of girls may be different from those for boys. Also, punishments for breaking rules may be different.

TITLE IX

In 1972, the U.S. Congress passed a law called Title IX. This law states that schools receiving money from the U.S. government cannot discriminate in their treatment of males and females. This means that students—and teachers—have a right to equal treatment in education.

Your school system is required by law to have rules that agree with Title IX. And your school must appoint one person to make sure that Title IX is carried out.

Unfortunately, many schools still do not have equal opportunities for girls and boys. Such schools are not following U.S. law.

Title IX requires that every public school eliminate discrimination on the basis of sex. In order to receive federal funds, a school system must (1) have a policy to that effect, (2) appoint a Title IX coordinator, (3) set up a grievance procedure for complaints, (4) carry out a self-evaluation to see if discrimination exists, and (5) notify Department of Education that the school is following Title IX guidelines.

In 1975 regulations were issued to define equal treatment in the schools (Federal Register, June 4, 1975, p. 24128). The questions in Activity B are derived from these regulations. The regulations concerning some areas, such as university athletics, are currently being revised. Other aspects, such as the use of biased textbooks, are not covered by Title IX.

For further information, see A Student Guide to Title IX by Myra Sadker, U.S. Department of Health, Education, and Welfare, Washington, D.C., n.d.

According to Title IX:

- Courses (except in sex education) may not be taught separately on the basis of sex. The regulation includes shop, home economics, physical education, and vocational courses. However, students may be separated within physical education class when playing contact sports (or by ability levels as long as groups of predominantly one sex do not result).
- All school organizations must be integrated. Several outside organizations are exempted from Title IX, such as Boy Scouts, Girl Scouts, Campfire Girls, Y.W.C.A., and Y.M.C.A.
- If a school has a disproportionate number of students of the same sex in one class or subject, it must take whatever action necessary to insure that bias in counseling or testing is not responsible.
- Counseling materials must be the same for boys and girls and must insure equal treatment.

Opportunities for females to participate in a full range of athletics have not been common in past years. Now schools are required to provide equal opportunity for students based on their interest and abilities. In general, separate girls' or boys' teams for intramural sports and interscholastic athletics are not allowed. However, separate teams for contact sports (wrestling, rubgy, football, basketball, and soccer) are permitted. Separate teams are also permissible when members are chosen according to competitive skills instead of interest. The school must provide enough teams so that both girls and boys have ample opportunities for participation.

School rules and punishments must be applied equally to boys and girls.

Pregnant students (also married students and parents) have an equal right to education. While schools cannot prohibit a pregnant student from attending regular or extracurricular classes, they can operate special classes and extracurricular programs. However, instruction in such programs must be comparable to that in the regular programs.

Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act of 1972) forbids discrimination in employment, including advertising practices, hiring, firing, and promotions, by private employers of fifteen or more persons, and all state, local, and Federal governments.

According to Executive Orders 11246 and 11375, all employers who have federal contracts or subcontracts must not discriminate and must take affirmative action wherever necessary to remedy the effects of past discrimination.

Title V of the Equal Credit Opportunity Act of 1974 forbids a creditor (bank, credit union, corporation) from discriminating on the basis of sex (or marital status) in granting credit or loans.

Here are some complaints about discrimination. These cases are against U.S. law.

An assistant superintendent told one mother that the school permitted girls to take shop. But the principal refused to allow the girl to enroll in shop. To him, she was just a troublemaker for trying to exercise her rights.

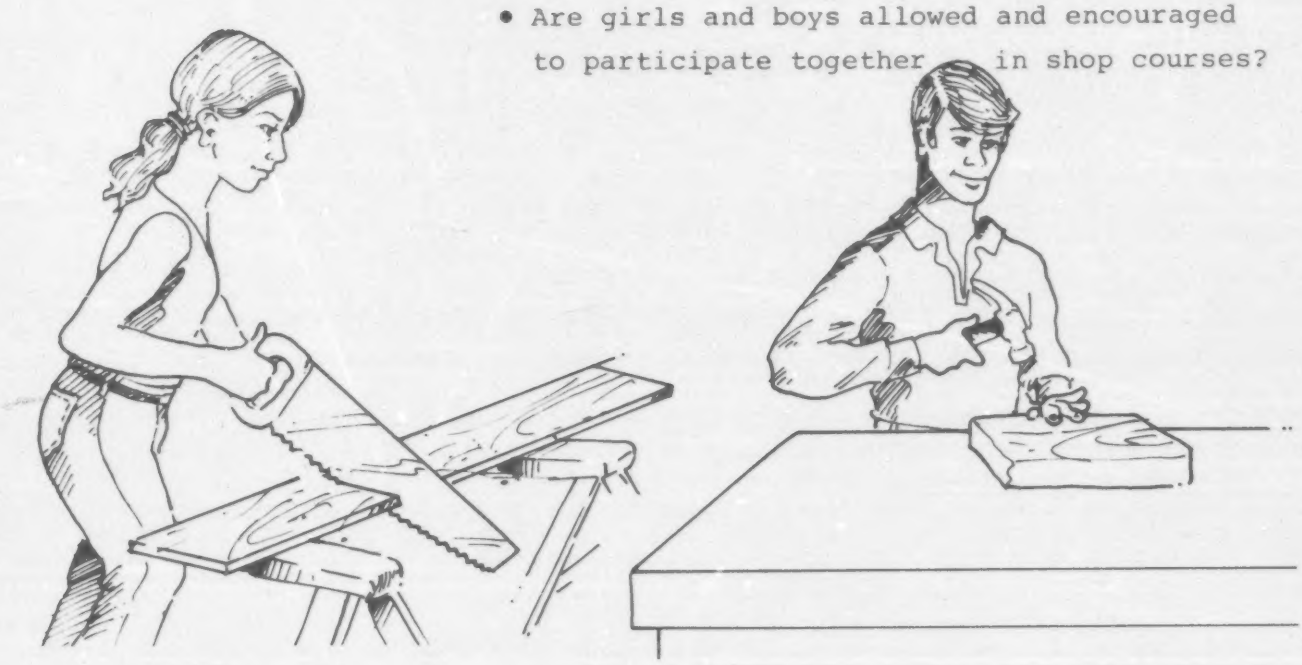
A girl in Pittsburgh heard that girls could try out for the seventh-grade basketball team. She went to try out, but the coaches would not allow her on the team. They told her that although she was good enough to make the team, she would not grow as much as a boy in the years to come. In other words, the coaches felt they would waste their time training her, because she probably would not be tall enough to play on the team later on.

Adapted from *Stalled at the Start: Government Action on Sex Bias in the Schools.* U.S. Department of Health, Education, and Welfare, 1977.

What kinds of opportunities do girls and boys have in your school? Are they treated the same?

Think about the following questions:

- Are girls and boys allowed and encouraged to participate together in home economics courses?
- Are girls and boys allowed and encouraged to participate together in shop courses?



- Are girls and boys allowed and encouraged to participate together in physical education?
- Are girls and boys allowed and encouraged to participate together in extracurricular activities (school clubs, honor societies)?
- Do counselors allow and encourage students to select certain courses because students want or need them rather than because they are girls or boys?

- Do career tests used by counselors provide equal opportunities for boys and girls?
- Do girls and boys have the same opportunities for participation in sports?
- Do girls and boys have the same chances to win prizes and honors awarded at your school?
- Does your school have the same rules of behavior for girls as for boys?
- Do boys and girls receive the same punishments if they break the rules?
- Do pregnant students have access to all your school's programs and activities?

You may also want to look at the treatment of males and females in some areas not covered by Title IX. For example:

- Do textbooks in every subject show males and females fairly and accurately?
- Do teachers provide equal opportunities for success for girls and boys in all subjects?
- Do teachers encourage as many girls as boys to answer questions and discuss ideas in class?

B-1 From the preceding list, choose one or more questions that interest you most. Or, think of your own questions about the treatment of males and females in school.

B-2 Record at least three things you could do to find answers to the questions you chose. For example, you could talk to the principal or a counselor, poll students, observe a class, or interview the Title IX coordinator.

B-3 Form a group with other students who are interested in the same questions.

B-4 Discuss ways to find answers to your questions.

a. Decide on a research plan.

b. Then decide what part each group member will play in the plan.

c. Record this information.

B-5 Use your plan to find some answers to your questions before the next class period.

Activity C: Are females and males treated differently in your community?

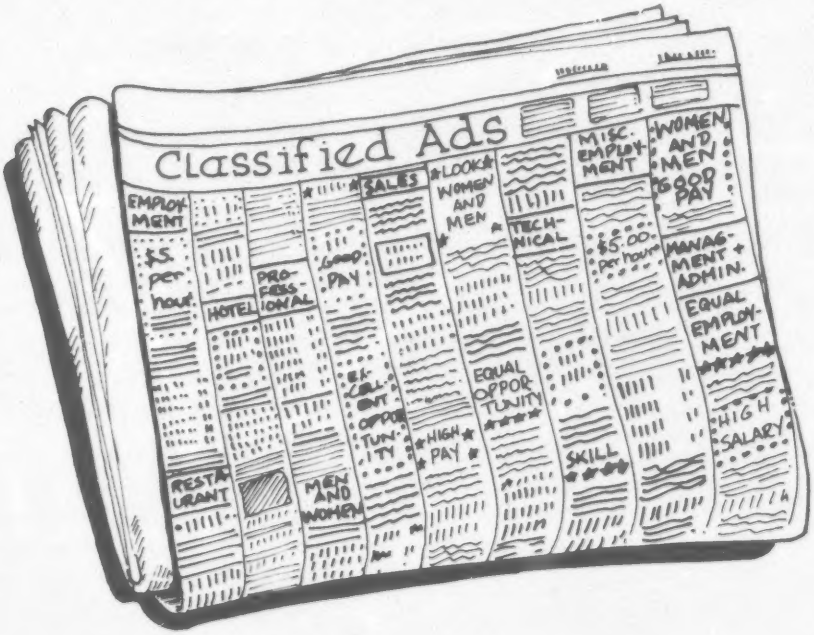
Decisions about roles are also made by groups in the community. These decisions determine whether men or women can hold certain positions of leadership. These decisions may also affect the self-concepts of females and males.

Many communities have laws that prohibit discrimination against females or males in employment, housing, or credit. Such laws usually also forbid discrimination because of a person's marital status, race, religion, national origin, or physical handicap.

Think about your community as you read the following questions.

Do groups in your community:

- Advertise jobs as being open to both women and men?
- Hire women for jobs held mainly by men?
- Hire men for jobs held mainly by women?



- Appoint fairly equal numbers of women and men to community boards (for example hospital, school, or zoning boards)?
- Have hiring programs to ensure equal opportunities for women, men, minorities, and physically handicapped people?
- Give loans (or credit) to women on the same basis as men?

C-1 From the preceding list, choose one question that interests you. Or, think of your own question about the treatment of females and males in the community.

C-2 Record at least three things you could do to find the answer to your question. For example, you could read want ads in the newspaper, interview an employer, or call the chairperson of the hospital board.

C-3 Form a group with other students who are interested in the same question.

C-4 Discuss ways to find the answer to your question.

a. Decide on a research plan.

b. Then decide what part each group member will play in the plan.

c. Record this information.

C-5 Use your plan to find some answers to your questions before the next class period.

Activity D:
Other actions you can take

You may want to take other action as a result of this unit. You may want to:

- Organize a special day for your school on "Changing Roles of Males and Females" or some other subject from this unit. You can invite a speaker, show special films, or try out new roles.

- Produce a special newspaper that tells others in your school or community what you have learned about roles.

Activity E:
Class wrap-up

Report on your group's question(s) and plans for doing activities involving observation in order to complete Activity B or C.

TEACHER OVERVIEW FOR LESSON 20

Duration: One or more class periods

Purpose: To give students an opportunity to make group decisions about equal treatment of females and males

Student Objective:

- To use group participation skills (see Background, below) in making group decisions about discrimination

Teaching Suggestions:

All levels: All activities

(This lesson is important, since it provides an opportunity for students to make personal and/or group decisions using the information learned in the unit.)

Vocabulary: No new words (see Background, below, for terms to be reviewed)

Evaluation Activity: Activity F (this evaluation activity covers Lessons 19 and 20; for general information about the use of evaluation activities, see page xii)

Background:

This lesson uses the participation skills for group decision making developed in the unit Decisions and You, Lessons 9 through 12:

- Observing
- Supporting
- Proposing
- Mobilizing
- Doing a cost-benefit analysis
- Organizing
- Bargaining
- Rule making
- Voting

You may need to review the meaning of these terms with the students before the lesson.

Lesson 20: Decisions about Your School or Community: Proposing, Organizing, and Making Changes

Activity A (discussion): Introduction to participation skills

In this lesson, you will be answering the following questions:

- What did you observe about the treatment of females and males?
- What action can you propose to improve this situation?
- What will be the costs (disadvantages) and benefits (advantages) of your proposed action?
- How will you organize and mobilize (gather) support for your proposed action?
- How will you cause change: By bargaining? By voting?
- What new rule will be made?

Activity B:
Analyzing your observations

Stay with your group from Lesson 19. Discuss your findings from Activity B or C of that lesson. Then choose a recorder to complete B-1 through B-3, below.

B-1 Write a report on what you found out, or make a chart that shows your findings. Be prepared to share your results with the rest of the class.

B-2 Did you find evidence of discrimination?

B-3 If the answer to B-2 is yes, write a proposal about how you think this situation should be changed.

If the answer to B-2 is no, join another group that did find evidence of discrimination.

Activity C:
A cost-benefit analysis

C-1 Make a list of possible actions you can take to make sure your proposal is carried out. Leave some space after each one. You may want to consult with your teacher, principal, or Title IX coordinator concerning possible actions.

C-2 For each action, consider the benefits (advantages) and costs (disadvantages). Record them next to your list.

C-3 Decide which action(s) you think will work the best.

C-1 People are often unaware that their actions contribute to discrimination. By talking to these people about the problem and explaining how girls or boys are deprived of equal opportunity, one may effect change.

Often, though, someone in charge such as the Title IX coordinator or school superintendent must be involved in order for change to occur. Sometimes pressure from the outside (parents, citizens) can help.

Every school system must have a grievance procedure to handle complaints. In addition, complaints can be sent to: Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

Complaints about employment can be sent to Equal Employment Opportunity Commission, 2401 E St., N.W., Washington, D.C. 20506.

Activity D: Making changes

D-1 As soon as possible, take the actions that your group listed in C-3. (You may need an extra day for this.) Be sure that each group member has a task to do.

D-2 a. What were the results of your action?

b. Is there a new rule?

c. What follow-up action is necessary to carry out the new rule?

Activity E (discussion): What actions did you take?

E-1 Have each group report on its observations, proposals, and actions.

a. Was discrimination present?

b. Was the action taken effective? Explain.

E-2 Did you use any of the participation skills mentioned on page 163? How effective were they?

E-3 Did girls and boys in your class participate equally? Why or why not?

E-4 a. What other problems of discrimination might affect females and males in your school or community?

b. What steps could be taken to solve these problems?

Activity F: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

F-1 List the participation skills you used. For each one, briefly tell what you or your group did.

F-2 Write a paragraph explaining some problems that either females as a group or males as a group face because of a lack of equality or equity (fairness).

Name _____

DECISIONS ABOUT ROLES
UNIT PERFORMANCE TEST

SECTION I: MULTIPLE CHOICE

Directions: Write the letter or letters of the answer(s) you think are correct.

Lessons 1 and 2

_____ 1. A role is:

a. a set of actions expected by society
b. an action different from what society expects
c. an action that is sudden

_____ 2. Roles are defined:

a. the same in different cultures
b. differently in different cultures
c. according to law

_____ 3. During your lifetime, you will have:

a. only one role
b. many roles
c. a few roles

_____ 4. A person's roles are determined:

a. by society
b. by natural and unchanging laws
c. by the person and by society

Lesson 3

_____ 5. Roles in a society:

a. never change
b. change when the society needs them to change
c. change mostly in families

_____ 6. Today, families are:

a. traditional
b. nontraditional
c. both
d. neither

Lesson 4

_____ 7. Socialization means:

a. you learn to act according to your personality
b. you learn to act according to the way your group acts
c. people are naturally sociable

_____ 8. Males and females are socialized to have:

a. the same roles in all cultures
b. the same roles in American culture
c. different roles in different cultures

Lesson 7

_____ 9. In United States history, the early 1900s are called:

a. the Agricultural Era
b. the Post-war Era
c. the Progressive Era

_____ 10. In the early 1900s:

a. the number of factory jobs in the United States decreased
b. the number of immigrants in the United States increased
c. the number of farmers in the United States decreased

Lesson 8

_____ 11. In the early 1900s, families in the United States were:

a. larger than those of today
b. smaller than those of today
c. about the same size as those of today

_____ 12. In the early 1900s:

a. very few women in the United States worked outside the home
b. one out of four women in the United States worked outside the home
c. women in the United States were not allowed to work

Lesson 9

_____ 13. The best way to describe big business in the early 1900s is:

a. big business was closely controlled by the government
b. big business was not closely controlled by the government
c. there were no serious human rights problems in big business

_____ 14. Some citizens in the early 1900s were concerned about problems such as:

a. business monopolies
b. too many laws controlling business
c. poor working conditions
d. a and c above
e. a, b, and c above

_____ 15. Mother Mary Jones was:

a. a slave
b. a member of Congress
c. a labor reformer
d. a nurse

Lesson 10

_____ 16. Which of the following were human rights problems in the early 1900s? (List all correct answers.)

a. poor working conditions in industry
b. no legal right to vote for women
c. child labor
d. discrimination against blacks
e. no legal right to vote for black men

Lesson 11

_____ 17. From the early 1900s to the present, what major changes have taken place? (List all correct answers.)

a. decrease in technology
b. less government control
c. increase in educational opportunity
d. increase in number of women who work

Lesson 13

_____ 18. A stereotype is:

a. a fact about a group of people
b. a belief about an individual
c. an overgeneralization about a group of people
d. a type of sound system

_____ 19. Stereotypes in our culture:

a. affect people's actions
b. do not affect people's beliefs about themselves
c. both of the above
d. neither of the above

_____ 20. In our culture, typical stereotypes for females are that they are: (List all correct answers.)

a. strong
b. active
c. emotional
d. weak

_____ 21. In our culture, typical stereotypes for males are that they are: (List all correct answers.)

a. tough
b. passive
c. emotional
d. gentle

Lesson 14

_____ 22. Which statement/statements about women workers today is/are false?

a. Fewer than half of all adult women work outside the home sometime during their lifetime.
b. Women generally prefer not to be in management positions.
c. Most women work to earn extra money to buy luxury items.

Lesson 16

_____ 23. Traditional values are based on the belief that:

a. female and male roles should be the same
b. females and males are naturally different and should therefore have different roles
c. as a culture changes, female and male roles often change

_____ 24. Nontraditional values are based on the belief that:

a. girls and boys should have the same family roles that their parents had
b. there are few opportunities for new female roles in our culture
c. female and male roles change as culture changes

Lessons 17 and 18

_____ 25. People can best change their roles by:

a. gathering the facts, looking at their values, and choosing a new behavior
b. following society's stereotypes for girls and boys
c. watching and doing what their friends do

Lessons 19 and 20

_____ 26. Title IX states that:

a. Female and male students have the right to equal treatment in school
b. All students have the right to equal treatment outside of school
c. Black and white students have the right to equal treatment in school

SECTION II: INTEREST INVENTORY

Directions: The following is a list of different activities. You may never have tried some of them before. For each activity, decide if you would ever be interested in doing it. Then, mark your answers according to the code below. There are no right or wrong answers.

a. strongly agree b. agree c. no opinion d. disagree e. strongly disagree

Would you ever like to:

____ 1. Play on a basketball team

____ 2. Cook hamburgers for dinner

____ 3. Ask someone out on a date

____ 4. Read a good book

____ 5. Babysit children

____ 6. Run for political office

____ 7. Go into business for yourself

____ 8. Find out how cars work

____ 9. Write a poem

____ 10. Share household chores with your spouse (wife or husband)

200

SECTION III: ATTITUDE INVENTORY

Directions: For the items that follow, decide how much you agree or disagree with each statement. Mark your answers according to the code below. There are no right or wrong answers.

a. strongly agree b. agree c. no opinion d. disagree e. strongly disagree

____ 1. In general, it's okay for boys to cry.

____ 2. It is important for girls to be gentle rather than strong.

____ 3. Men usually make better leaders than women do.

____ 4. Women naturally have more emotions than men do.

____ 5. In general, boys should pay for dates.

____ 6. It's okay for women to be truck drivers and medical doctors.

____ 7. Men should not be hired for jobs such as nurse or typist.

____ 8. Fathers should take care of children just as mothers do.

____ 9. I know how to make good decisions.

____ 10. I enjoy making decisions.

____ 11. I prefer others to make decisions.

____ 12. When I become an adult, I will probably enjoy making family decisions.

DECISIONS ABOUT ROLES

ANSWER KEY TO UNIT PERFORMANCE TEST

SECTION I

1. a	10. b	19. a
2. b	11. a	20. c, d
3. b	12. b	21. a
4. c	13. b	22. a, b, c
5. b	14. d	23. b
6. c	15. c	24. c
7. b	16. a, b, c, d	25. a
8. c	17. c, d	26. a
9. c	18. c	

SECTION II

For girls, score items 1, 3, 6, 7, and 8.

For boys, score items 2, 4, 5, 9, and 10.

a = 4
b = 3
c = 2
d = 1
e = 0

SECTION III: ROLE FLEXIBILITY SCORE

For items 2, 3, 4, 5, and 7:

a = 0
b - 1
c = 2
d = 3
e = 4

For items 1, 6, and 8:

a = 4
b = 3
c = 2
d = 1
e = 0

Confidence in Decision Making Score

For items 9, 10, and 12:

a = 4
b = 3
c = 2
d = 1
e = 0

For item 11:

a = 0
b = 1
c = 2
d = 3
e = 4